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ABSTRACT

The phased typing program uses individualized instruction to enable each student to achieve a level of typing skill commensurate with his own motivation, ability, available time, and performance objective. For the typical student the four phases correspond in time to four semesters of typewriting instruction. Students who intend to use the typewriter primarily for personal use would normally complete no more than the activities in the first and second phases. The student working toward development of entry level skills for the office occupation (such as secretary, stenographer, clerk typist, or general office clerk) would normally complete all four phases of the program. The individualized approach allows a student to complete all phases in as short a period as one semester or as long a period of time as four semesters. Each learning activity consists of rationale, general objective, performance objective, exemption, activities, and evaluation. (CH)

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TERMINAL PERFORMANCE OBJECTIVES
for
A Phased Typing Program in Business Education

KNOW AND CARE CENTER
SAN MATEO UNION HIGH SCHOOL DISTRICT
San Mateo, California
June 1968

Prepared in compliance with VEA contract #8-1423 by:

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INTRODUCTION

In order to accomplish the writing of Terminal Performance Objectives in the Phased Typing Program it was necessary to determine the curriculum which would be included, the proper order in which the curriculum should be covered, and to recognize that a Phased Typing Program should differentiate between the students who take typing only for personal use, and the students who take typing for vocational purposes.

The first step in this process was to meet with the Office Occupations Advisory Committee for Business Education in the San Mateo Union High School District. This committee is composed of several representatives from the business community who are listed on the acknowledgment page. They were requested to identify the ten most important skills an employee needs for entry level employment in the office occupations area. This information was obtained from various employers in San Mateo and San Francisco Counties. Mrs. Lois Callahan, Chairman of the Business Education Curriculum Council, provided similar data gathered in Riverside (10) and Santa Clara Counties. A priority listing of the most important entry level skills an employee in the office occupations area should possess was developed from the above data. An extensive study conducted in the State of Washington (6), which polled employees rather than employers, provided an enumeration of the relative importance of several hundred skills which entry level employees in the office occupations area need to possess. When the results of the Washington study were considered in conjunction with the findings in this District, a list of approximately the top thirty skills was compiled.

The second step in this process was to go to the Business Education Curriculum Council which is composed of the Business Education Department Heads in the eight high schools in the San Mateo Union High School District who are listed on the acknowledgment page. The Department Heads were requested to go to the Business Education Teachers in the district and ask the teachers to provide a list of the most important skills taught in the office occupations area. From this enumeration, approximately the top thirty skills taught in the office occupations area were determined.

The third step in this process was to compare these data on the two lists described above. From this comparison the general objectives for the office occupations curriculum evolved.

An examination of this extensive list clearly indicated that typing was the single most important skill an employee needed in almost all of the office occupations areas. In view of the above, and taking into consideration that typing is one of the most widely elected courses in high school, typing was given first priority in the development of performance objectives. Mr. Donald E. Tingley and Mrs. Marilyn Lee were asked to work on this task because of their teaching background and their interest in the subject matter area.

The fourth step in this process was to determine specific Terminal Performance Objectives in typing as separate items from general objectives in the overall office occupations area. With the support of the individuals and groups listed on the acknowledgment page, this task was accomplished.

The fifth step in this process entailed the designing of a Phased Typing Program which would permit a student to progress at his own rate through four phases which correspond, in terms of time, to approximately four semesters of typing. In the Phased Typing Program a sizeable portion of the curriculum is self-paced and a student may progress as rapidly through the program as his ability, his motivation, and his goals will allow. Mr. Tingley, working with Mr. Troy E. Nuckols, was principally responsible for the design of the program.

As the design of the Phased Typing Program and the writing of Terminal Performance Objectives for this program progressed, it became apparent that a standardized, District-wide, testing program and grading procedure were essential. Therefore, these elements were included in the design. A District-wide testing program will serve to validate the standards suggested for the Terminal Performance Objectives. A uniform grading procedure will identify the extent to which all typing students in the District meet the standards established for the Terminal Performance Objectives.

The sixth step in this process required the writing of tests designed to meet the criteria outlined in the Terminal Performance Objectives in each of the four phases. Mrs. Lee, working with Mr. Tingley and Mr. Nuckols, was principally responsible for the development of these tests.

Each phase, and each performance objective within a phase, was written as an entity so that it might be read and used without reference to other phases or objectives. Each phase was designed to accomplish specific purposes. Phase one and two are largely devoted to training for personal use and the development of the first level of skill necessary for vocational application. Phase three and four are devoted principally to developing a student's typing skill to the point where he will qualify for entry level employment in the office occupations area.

The following report represents only the first of many tasks which must be undertaken in order to individualize instruction in the Phased Typing Program. The next tasks to which the District must address itself include:

1) Carrying out the standardized, District-wide testing program;
2) Adjusting Terminal Performance Objective test standards as the need is indicated;
3) Reviewing and revising the Phased Typing Program and the Terminal Performance Objectives as the need is indicated;
4) Writing Learning Activity Packages which present the Intermediate Performance Objectives a student must meet in order to advance through the Phased Typing Program;
5) Providing sufficient flexibility in the traditional semester configuration, grading procedures, awarding of credits, and class scheduling so that the Phased Typing Program can be put into operation in all high schools in the District.

The "Zero-Reject" concept requires that students be permitted to take as much time as is needed in order to reach the criterion performance. If a system is to be provided which stresses individualized instruction, approximately the same procedure as described above must be followed in all subject matter areas within the Business Education curriculum. When the necessary steps are taken to implement this Phased Typing program, the District will have moved toward fulfilling the goals of the Business Education Teachers in the San Mateo Union High School District.

Troy E. Nuckols

Troy E. Nuckols
Program Coordinator

TERMINAL PERFORMANCE OBJECTIVES

for

A Phased Typing Program in Business Education

PREFACE

Few students in high school and college can escape the need to submit typed reports, essays, and term papers to their teachers. Few individuals can avoid for long the writing of personal business letters for purposes of ordering goods or services, complaining about errors in billing, or describing defects in merchandise. Few workers, whether clerical or professional, fail to benefit from at least a minimal level of skill at the typewriter.

The Phased Typing Program is designed to carry each individual student as far and as rapidly toward the goal of achieving typing skill as his motivation, ability, and time permit.

Four "phases" that correspond in time, for the typical student, to four semesters of typewriting instruction characterize the Phased Typing Program. The student can start in the program as early as the ninth grade although the vocationally-oriented student might benefit most by delaying the start until at least the tenth grade. Students who intend to use the typewriter primarily for personal use would normally complete no more than the activities in the first and second phases. The student working toward development of entry level skills for the office occupations (such as secretary, stenographer, clerk-typist, and general office clerk) would normally complete all four phases of the program.

Upon successful completion of each phase of the program, the student will receive five credits toward graduation. If a student successfully completes all phases of the typing program, he will earn 20 credits.

The Phased Typing Program is predicated on the concept of individualized instruction as embodied in self-paced Learning Activity Package (LAP) materials. It should be noted that only a portion of the time a student spends in a phased typing program will be devoted to activities that are self-paced. The initial learning of the keyboard, speed and accuracy development on straight paragraph copy, and measurement of improvement are all activities that are handled in groups under direct teacher supervision and control.

Each Learning Activity Package contains the following parts:

a) Rationale: Answers the question "Why does the student need to know what this LAP is designed to help him learn?"

b) General Objective: Describes in general terms what the student will know or be able to do when he has completed the LAP. This statement is frequently combined with the Rationale.

c) Performance Objectives: Tells the student specifically what he must be able to do, the conditions under which he must do it, and the degree of accuracy or correctness he must achieve in order to meet minimum standards.

d) Exemption: Tells the student a procedure he may follow in order to demonstrate that he does not need to do the activities in the LAP.

e) Activities: Describes in detail what the student is to read, view, listen to, and do in order to reach the performance objectives of the LAP. Special or alternate learning activities may be provided for students who are gifted, who have learning difficulties, or who are unusually motivated or creative.

f) Evaluation: Measures the extent to which the student meets the performance objectives for the LAP.

The Phased Typing Program is designed so that a student may complete all phases in as short a period of time as one semester or as long a period of time as four semesters. A student may be exempted from any LAP within a phase by successfully passing the self-administered pre-test and the teacher-administered post-test for the LAP. The period of time a student spends in each phase of this program is dependent upon his ability to develop a level of skill which meets the minimum standards for advancing to the next phase, upon his motivation, and upon his goals.

The following pages present the Terminal Performance Objectives and related aspects of the Phased Typing Program.

TERMINAL PERFORMANCE OBJECTIVES

for

Phase 1 of the Phased Typing Program

1.0.0 GRADE PLACEMENT: 9, 10, 11, 12

2.0.0 PREREQUISITES: None

3.0.0 RATIONALE: The student who enrolls in Phase 1 takes a first step down the road to development of a skill that will prove to be an invaluable aid to him in his remaining years of formal education, in his personal business affairs, and in his vocation. Phase 1 is an introduction, and very few students will find that this phase is enough for purposes of developing a vocational skill. On the other hand, some students may consider this phase sufficient for development of typing skill for personal use only.

4.0.0 GENERAL OBJECTIVES: With the completion of the learning activities in Phase 1, the student will be able to

4.1.0 Use the touch typing system in typing all alphabetic keys on a standard typewriter;

4.2.0 Use the proper reaches in typing all numbers and symbols on a standard typewriter;

4.3.0 Touch type complete sentences and paragraphs for a specified period of time at a rate that equals or exceeds average handwriting speed;

4.4.0 Touch type complete sentences and paragraphs for a specified period of time with an appropriate degree of accuracy;

4.5.0 Touch type semi-arranged simple versions of common business letters, personal business letters, tables, and manuscripts at acceptable levels of speed and accuracy;

4.6.0 Proofread his typed work with such care as necessary to find any typographical errors he makes;

4.7.0 Use a typewriter eraser to make possible the correction of relatively simple typographical errors;

4.8.0 Take reasonable care of his typewriter, organize his work station, and exhibit the beginning of a business-like attitude toward his typing work.

5.0.0 INSTRUCTION CONTENT: The following is an outline of the course content designed to help the student reach the Phase 1 minimum terminal objectives. No attempt is made here to list Learning Activity Packages or to provide a detailed and sequential listing of every item of instruction in the Phase 1 curriculum. Distinction must be made between items of learning that will be terminally tested and those that are tested as a part of the Learning Activity Package post-tests. The latter items are not included in the outline below. Reference to the LAPs developed for Phase 1 will provide a detailed outline of all course content and a complete list of those "intermediate performance objectives" that are tested in the Learning Activity Package post-tests.

5.1.0 The typewriter keyboard and other major machine parts--group activity

5.2.0 The techniques of touch typing--group activity

5.3.0 Activities to boost speed and accuracy--group activity

5.4.0 Centering typewritten copy vertically and horizontally--self-paced

5.5.0 Simple manuscript typing--self-paced

5.6.0 Simple tabulation typing--self-paced

5.7.0 Simple business letter typing--self-paced

5.8.0 Simple personal business letter and envelope typing--self-paced

5.9.0 Proofreading typewritten copy--self-paced

5.10.0 Erasing and correcting simple typographical errors--self-paced

6.0.0 PRE-TESTING: There will be no pre-test at the beginning of the phase. It will be assumed that all students programmed into Phase 1 have had little or no typewriting instruction. However, a student may be exempted from selected Learning Activity Packages in the phase by demonstrating mastery of the skills or concepts embodied in these LAPs. This may be accomplished by successful completion of the pre- and post-tests which are included in each LAP.

6.1.0 LAP pre-tests: Any student may elect to take the pre-test at the beginning of a LAP if he believes that he can meet the stated performance objectives for that LAP without completing the activities required in the LAP. Upon completion of the self-administered test, the student will elect to

6.1.1 take the post-test for the LAP if he completed the pre-test with a score above the minimum criteria set for the pre-test or

6.1.2 begin the activities in the LAP if his score on the pre-test was not above the minimum criteria or

6.1.3 begin the activities in the LAP if the pre-test score was above the minimum criteria but below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-LAP and end-of-Phase post-tests are used to measure (1) whether the student has met the performance objectives stated for the LAPs and the phase and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 LAP post-tests: The student will take a post-test as he completes each activity package or at any point in the package that he believes he is ready to be tested. His performance on the post-test will be measured against speed, accuracy, and proofreading grading criteria tables established for each LAP. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next LAP if he meets the minimum standards for the post-test or

7.1.2 if he does not meet the minimum standards, engage in remedial practice, recommended by the teacher, until he believes he can meet the minimum performance criteria for the LAP.

7.1.3 The student will demonstrate that he has met the criteria for advancement to the next LAP by successfully completing the LAP post-test at or above the minimum specified.

7.2.0 Phase post-test: This test is administered in several parts at or near the end of all activities in Phase 1 to evaluate the student's success in reaching the Terminal Performance Objectives detailed in 8.0.0 below. Appendix A provides an explanation of how terminal grading criteria was established; Appendix B contains samples of terminal performance tests for phase post-testing in the Phased Typing Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum goals of Phase 1 of the Phased Typing Program. It is important to note that there are other goals within Phase 1, and that they will be reflected in the "intermediate" performance objectives included in each Learning Activity Package developed for the phase.

8.1.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL DURING THE LAST TWO LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN TOUCH TYPE THAT MATERIAL FOR A PERIOD OF FIVE MINUTES AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.1.1 Appropriate paragraph material: Any series of alphabetic paragraphs with a syllabic intensity of approximately 1.4 that can be copied line for line for five minutes without repetition may be used.

8.1.2 Performance conditions: On each occasion that the student takes five minutes timed writings for grading purposes during the last two LAPs of Phase 1, he will be given two writings on the same copy. For a timed writing to qualify for a grade, the student's typing speed must be 13 or more GWPM and his accuracy must be at least 93 percent of GWPM. The student may not erase errors, use a dictionary, nor seek help in proofreading. He must proofread and mark all errors and calculate his gross words per minute (GWPM).

8.1.3 Counting and marking errors: International Typewriting Contest rules will be used to determine errors in timed writing copy. (These are the rules used by many employers to score typing tests administered to prospective employees.) A copy of these rules may be found in Appendix C.

8.1.4 Calculating typing speed: For grading purposes, gross words per minute (GWPM) will be the measure of typing speed. GWPM is determined by adding every stroke typed (including spaces and considering the entire copy as having been typed in a continuous line), dividing the total strokes typed by five to get total gross words and then dividing by the length of the timed writing--i.e., 1000 total strokes ÷ 5 = 200 total gross words ÷ 5 minutes = 40 GWPM.

8.1.4.1 Neither net words per minute (NWPM) nor correct words per minute (CWPM) will be used for grading purposes in the Phased Typing Program. However, so that students will be aware of the scoring systems used by some employers in employment typing tests, they will be introduced to NWPM and CWPM calculation.

8.1.5 Proof of achievement--speed: The following table contains the criteria to be used in grading five minute straight copy timed writings during the last two LAPs in Phase 1. The student's final speed grade for this objective will be the average of the three best speed scores out of a minimum of four qualifying timed writings.

PHASED TYPING PROGRAM

Phase 1--Terminal
5-Minute Timed Writing Speed Standards

GWPM	Letter Grade
38+	A
31-37	B
21-30	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
13-20	D

8.1.6 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of five minute straight copy timed writings during the last two LAPs of Phase 1. To illustrate, a student who types 135 gross words and makes three errors in a five minute timed writing will have an accuracy percentage for that timing of 97.7 percent or a grade of "B." (An "Accuracy Percentage Table" that facilitates determination of the accuracy grade may be found in Appendix D.) The student's final accuracy grade for this objective will be the average of the three best accuracy scores out of a minimum of four qualifying timed writings.

PHASED TYPING PROGRAM

Phase 1--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.1.7 Proof of achievement--proofreading: As noted in 8.1.2 above, the student must proofread each page of work, mark, and count his errors. The following standards will be applied during the final two LAPs of Phase 1 to evaluate the student's development of proofreading competence.

PHASED TYPING PROGRAM

Phase 1--Terminal
Proofreading Standards

Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.2.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL MANUSCRIPT LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A ONE-PAGE MANUSCRIPT WITH "UNBOUND" MARGINS AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.2.1 Appropriate manuscript: The copy will be between 240 and 250 words in length and include a title, a by-line, at least one minor heading, and at least one footnote. The material presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.2.2 Performance conditions: The student will be given two 40 minute opportunities to demonstrate his typing skill in a terminal manuscript test. If he elects to take the test on both occasions, the student will choose the better of the two manuscripts for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.2.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors however, will be counted only once. For example, if a student indents all paragraphs ten spaces instead of the standard five, only one error is counted regardless of the number of times the mistake is repeated.

8.2.4 Proof of achievement--speed: The following table contains the criteria to be used in grading manuscript production speed in the terminal test. To illustrate, students completing the manuscript in 15 minutes or less will have earned an "A" for speed.

PHASED TYPING PROGRAM

Phase 1--Terminal
Speed Standards for Manuscript Production

Minutes Used	GWPM	Letter Grade
1-15	16+	A
16-18	13-15	B
19-27	9-12	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.		
28-40	6-8	D

8.2.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of manuscript production in the terminal test. For example, students completing the manuscript with an accuracy of 98.5 percent or higher will have earned an "A" for accuracy. An "Accuracy Percentage Table" that facilitates determination of the accuracy grade may be found in Appendix D.

PHASED TYPING PROGRAM

Phase 1--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.2.6 Proof of achievement--proofreading: As noted in 8.2.2 above, the student must proofread each page of work, mark, and count his errors. The criteria in the following table will be used to grade the student's proofreading competence during terminal testing.

PHASED TYPING PROGRAM

Phase 1--Terminal
Proofreading Standards

Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.3.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL TABULATION LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN CENTER AND TYPE AN OPEN STYLE TABLE ON STANDARD SIZE PAPER AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.3.1 Appropriate tabulated material: The copy will be between 75 and 85 words in length and include a title (spread centered), sub-title, three centered column headings, and three columns of words. The material presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.3.2 Performance conditons: The student will be given two 40 minute opportunities to demonstrate his typing skill in a terminal tabulation test. If he elects to take the test on both occasions, the student will choose the better of the two tables for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including but not limited to Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.3.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if the second and third column tabs are not properly set only because the left margin used for the first column was incorrectly set, only one error should be counted.

8.3.4 Proof of achievement--speed: The following table contains the criteria to be used in grading tabulation production speed in the terminal test. To illustrate, students completing the table in thirteen to fourteen minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 1--Terminal
Speed Standards for Table Production

Minutes Used	GWPM	Letter Grade
1-12	7+	A
13-14	6	B
15-20	4-5	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.		
21-40	2-3	D

8.3.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of tabulation production in the terminal test. To illustrate, students completing the tabulation with an accuracy of 96.0 to 97.4 percent will have earned a "C" for accuracy An "Accuracy Percentage Table" that facilitates determination of the accuracy grades may be found in Appendix D.

PHASED TYPING PROGRAM

Phase 1--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.3.6 Proof of achievement--proofreading: As noted in 8.3.2 above, the student must proofread each page of work, mark, and count his errors. The criteria in the following table will be used to grade the student's proofreading competence during terminal testing.

PHASED TYPING PROGRAM

Phase 1--Terminal
Proofreading Standards

Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.4.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE SIMPLE BUSINESS LETTERS; THAT HE CAN TYPE THEM IN BLOCK STYLE WITH MIXED PUNCTUATION; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.4.1 Appropriate business letter material: The copy will be 145 to 155 words in length and include a date line, four-line inside address with Zip Code, salutation, body, complimentary closing, two-line signer's identification, and reference initials. The material presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.4.2 Performance conditions: The student will be given two 20 minute opportunities to demonstrate his typing skill in a terminal business letter test. If he elects to take the test on both occasions, the student will choose the better of the two letters for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors

8.4.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if the student fails to double space between single spaced paragraphs, only one error will be counted regardless of the number of times this mistake occurs.

8.4.4 Proof of achievement--speed: The following table contains the criteria to be used in grading business letter production speed in the terminal test. To illustrate, students completing the letter in eight to nine minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 1--Terminal
Speed Standards for Business Letter Production

Minutes Used	GWPM	Letter Grade
1- 7	21+	A
8- 9	17-20	B
10-13	12-16	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.		
14-20	8-11	D

8.4.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of business letter production in the terminal test. To illustrate, students completing the letter with an accuracy of 97.5 to 98.4 percent will have earned a "B" for accuracy. An "Accuracy Percentage Table" that facilitates determination of the accuracy grades may be found in Appendix D.

PHASED TYPING PROGRAM

Phase 1--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.4.6 Proof of achievement--proofreading: As noted in 8.4.2 above, the student must proofread each page of work, mark, and count his errors. The criteria in the following table will be used to grade the student's proofreading competence during terminal testing.

PHASED TYPING PROGRAM

Phase 1--Terminal
Proofreading Standards

Undicovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.5.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE SIMPLE PERSONAL BUSINESS LETTERS; THAT HE CAN TYPE THEM IN BLOCK STYLE WITH MIXED PUNCTUATION; THAT HE CAN PREPARE STANDARD SMALL ENVELOPES FOR LETTERS; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.5.1 Appropriate personal business letter material: The copy will be between 145 and 155 words in length and include a return address (the student's home address with Zip Code), date line, three-line inside address with Zip Code, salutation, body, complimentary closing and a one-line signer's identification (the student's own name). The material presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be shown correctly.

8.5.2 Performance conditions: The student will be given two 20 minute opportunities to demonstrate his typing skill in a terminal personal business letter test. If he elects to take the test on both occasions, the student will choose the better of the two letters for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, LAPs and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.5.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors, however, will be counted only once. To illustrate, if a student sets the tab for the return address, date line, complimentary closing, and signer's identification incorrectly, only one error will be counted even though all of these letter parts are improperly located.

8.5.4 Proof of achievement--speed: The following table contains the criteria to be used in grading personal business letter and envelope production speed in the terminal test. For example, students completing the letter and envelope in 10 to 13 minutes will have earned a "C" for speed.

PHASED TYPING PROGRAM

Phase 1--Terminal
Speed Standards for Personal Business Letter and Envelope Production

Minutes Used	GWPM	Letter Grade
1- 7	21+	A
8- 9	17-20	B
10-13	12-16	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.		
14-20	8-11	D

8.5.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of personal business letter and envelope production in the terminal test. To illustrate, students completing the letter and envelope with an accuracy of 97.5 to 98.4 percent will have earned a "B" for accuracy. An "Accuracy Percentage Table" that facilitates determination of the accuracy grades may be found in Appendix D.

PHASED TYPING PROGRAM

Phase 1--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
98.5-100	A
97.5- 98.4	B
96.0- 97.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
93.0- 95.9	D

8.5.6 Proof of achievement--proofreading: As noted in 8.5.2 above, the student must proofread each page of work, mark, and count his errors. The criteria in the following table will be used to grade the student's proofreading competence during terminal testing.

PHASED TYPING PROGRAM

Phase 1--Terminal
Proofreading Standards

Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
3	D

8.6.0 GIVEN APPROPRIATE TYPING TASKS, DURING THE FINAL LAP OF PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE USES THE BASIC TYPEWRITING TECHNIQUES IN ACCOMPLISHING THOSE TASKS.

8.6.1 Appropriate typing tasks: Any work required in the final LAP will be considered an appropriate task.

8.6.2 Performance conditions: The student will be observed and rated by the teacher on the techniques enumerated in 8.6.3 below. The observation and rating will be on an unannounced basis and will be made at least once during the final LAP of Phase 1.

8.6.3 Basic typing techniques: The techniques that will be checked are (a) position at the typewriter, (b) key stroking, (c) continuity and rhythm, (d) carriage return, (e) shift-key operation, (f) space-bar action, (g) reading copy for typing, and (h) the right mind set. Each of these techniques is explained in a "Check Sheet for Basic Typewriting Techniques", found in Appendix E.

8.6.4 Proof of achievement--basic techniques: The following table contains the criteria to be used in grading basic typing techniques during the final LAP of Phase 1. The teacher will rate the student on each of the basic techniques using a four point scale. The average of the ratings will constitute the extent to which the student has met the minimum standards for Phase 1. To illustrate, a student with an average rating of 3.6 or more will have earned an "A" for basic techniques.

PHASED TYPING PROGRAM

Phase 1--Terminal
Technique Standards

Average Rating	Letter Grade
3.6-4.0	A
2.6-3.5	B
1.6-2.5	C
Performance below this level does not meet the minimum standard for advancement to Phase 2.	
0.6-1.5	D

8.7.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL DURING THE LAST LAP IN PHASE 1, THE STUDENT WILL DEMONSTRATE THAT HE CAN, WITH THE AID OF A TYPEWRITER ERASER, CORRECT SIMPLE TYPOGRAPHICAL ERRORS WHEN SAID ERRORS ARE DISCOVERED BEFORE THE COPY IS REMOVED FROM THE TYPEWRITER, AND THAT HE CAN MAKE THESE CORRECTIONS NEATLY WITHIN A SPECIFIED TIME PERIOD.

8.7.1 Appropriate material: The student will be instructed to type, without regard to accuracy, a series of paragraphs which contain words, digits, and symbols until he has made at least five single character errors (i.e., substituting "m" for "n" in the word "phone").

8.7.2 Performance conditions: The student will be given one or more four minute opportunities to demonstrate his ability to make neat erasures and corrections on a terminal erasing test. Paper and erasers will be provided by the teacher.

8.7.3 Proof of achievement--erasing and correcting: The student will have met this objective if he neatly erases and corrects five single character errors in a period not to exceed four minutes. A "neat" correction is one in which the paper is not worn through by the erasure, other typing in the area around the error is not smeared, the correct character hides any remaining sign of the incorrect one, and the correct character has shading similar to the remainder of the typing on the page. If the student is unable to meet this minimum objective, he must engage in remedial practice until he is able to do so.

8.8.0 GIVEN APPROPRIATE TYPEWRITER CLEANING MATERIALS, AFTER COMPLETION OF THE "CARE OF THE TYPEWRITER" LAP, THE STUDENT WILL DEMONSTRATE THAT HE CAN CLEAN THE TYPEWRITER AND WORK STATION WITH WHICH HE IS FAMILIAR IN A SPECIFIED PERIOD OF TIME.

8.8.1 Appropriate cleaning materials: The materials available in the school which the student used in fulfilling the requirements of the "Care of the Typewriter" LAP will be utilized in this test.

8.8.2 Performance conditions: The student will be given, without advance notice, one or more 20 minute opportunities to demonstrate his ability to clean a typewriter and work station.

8.8.3 Proof of achievement--care of the typewriter: The student will have met this objective if, upon inspection by the teacher, all user accessible parts of the typewriter are free of dust, there is no smeared ink on the frame, and closed characters (i.e., "o" and "8") are clear and sharp when typed. In addition, the work station must be clean and free of dust and eraser grit. If the student is unable to meet this objective, he must engage in remedial practice until he is able to do so.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 1: The student's final grade in Phase 1 will be determined by averaging his Terminal Performance Objective test grades, his individual Learning Activity Package grades, and his final Technique grade. In averaging, the Terminal Performance Objective tests will be given a weight of 70%, the LAP grades a weight of 20% and his Technique grade a weight of 10%. A detailed example of final grade determination may be found in Appendix F.

10.0.0 ADVANCEMENT TO PHASE 2: In order for the student to advance to Phase 2, he must have demonstrated a level of performance that is represented by an overall letter grade of "C-" or above.

10.1.0 EXCEPTION REQUIRING STUDENT ACTION: The student who does not meet the minimum and who wishes to advance to Phase 2 may do so by taking the following action.

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests and LAP post-tests.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate by taking the appropriate Terminal Performance Objective tests that he has developed the minimum level of skill necessary for advancement to Phase 2.

10.2.0 EXCEPTION REQUIRING TEACHER ACTION: At the request of the teacher in charge, the minimum criteria for advancement to Phase 2 may be waived by a committee of typing teachers for students who are unable to meet this criteria as a result of mental retardation or physical/emotional handicaps.

TERMINAL PERFORMANCE OBJECTIVES

For

Phase 2 of the Phased Typing Program

1.0.0 GRADE PLACEMENT: 9, 10, 11, 12

2.0.0 PREREQUISITES: Student must have met the minimum performance criteria for Phase 1.

3.0.0 RATIONALE: Few students can develop a high level of touch typing skill in only one phase of this program. Students who enroll in the Phased Typing Program solely to develop typing skill for personal use will find it worthwhile to complete this second phase of the program. The typical vocational student will find this phase only the second of four essential steps in the development of a vocational level of skill at the typewriter.

Phase 2 provides instruction which directs the student in applying his growing skill to varied types of production work common to personal and business affairs. Some attention is also given to the development of skills related to typewriting (i.e., spelling and composition at the typewriter.)

4.0.0 GENERAL OBJECTIVES: With the completion of the learning activities in Phase 2, the student will be able to

- 4.1.0 Touch type complete sentences and paragraphs for a specified period of time at a rate that exceeds average handwriting speed;
- 4.2.0 Touch type complete sentences and paragraphs for a specified period of time with a greater degree of accuracy than achieved in Phase 1;
- 4.3.0 Touch type semi-arranged business and personal business letters, manuscripts, and tables at speed and accuracy levels above those achieved in Phase 1;
- 4.4.0 Compose simple personal business letters and short essays at the typewriter;
- 4.5.0 Proofread his typed work with such care as necessary to find any errors made;
- 4.6.0 Use a typewriter eraser to make possible the correction of common typographical errors;
- 4.7.0 Take reasonable care of his typewriter, organize his work station, and exhibit a developing business-like attitude toward his typing work.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the minimum terminal objectives of this second phase of the Phased Typing Program. As with Phase 1, no attempt is made here to list Learning Activity Packages or to provide a detailed and sequential listing of every item in the Phase 2 curriculum. Again, it is essential to distinguish between items of learning that will be terminally tested and those that are tested as a part of the LAP post-tests. The latter items are not included in the outline below. Reference to the Activity Packages developed for Phase 2 will provide a detailed outline of all course content and a complete list of those "intermediate performance objectives" that are tested in the LAP post-tests.

- 5.1.0 Keyboard mastery with increasing speed and control--group and self-paced activities
- 5.2.0 Manuscript typing--self-paced
  - 5.2.1 Formal outline
  - 5.2.2 Title page
  - 5.2.3 Table of contents
  - 5.2.4 Bibliography
- 5.3.0 Tabulation typing--self-paced
  - 5.3.1 Open style tables
- 5.4.0 Business letter, personal business letter, and envelope typing--self-paced
  - 5.4.1 Block and semi-block styles
- 5.5.0 Proofreading typewritten copy--self-paced
  - 5.5.1 Both typographical and form/arrangement errors
- 5.6.0 Erasing and correcting typographical errors--self-paced
  - 5.6.1 When errors are found after paper is removed from machine
  - 5.6.2 Errors that require "squeezing" or "spreading" to correct

6.0.0 PRE-TESTING: Although no pre-test will be given at the beginning of the phase, the first week that a student spends in Phase 2 will be devoted to an assessment of his basic typing skills. This assessment will be restricted to the speed, accuracy, and typing techniques demonstrated by the student while typing straight paragraph copy under timed conditions.

At the end of the assessment week, the student who meets the minimum performance criteria for straight copy speed, accuracy, and typing technique required in the previous phase will begin the Learning Activity Packages for Phase 2. The student who does not meet the minimum criteria will continue skill reconstruction drills until he does reach the minimum. At that time, he will begin Phase 2 activities.

6.1.0 LAP pre-tests: Any student may elect to take the pre-test at the beginning of a LAP if he believes that he can meet the stated performance objectives for that LAP without completing the LAP activities. Upon completion of the self-administered test, the student will elect to

6.1.1 take the post-test for the LAP if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.1.2 begin the activities in the LAP if his score on the pre-test was not above the minimum or

6.1.3 begin the activities in the LAP if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: Both end-of-LAP and end-of-Phase post-tests are used to measure (1) whether the student has met the performance objectives for each LAP and for the phase as a whole and (2) the degree to which he exceeds the minimum criteria established for those performance objectives.

7.1.0 LAP post-tests: The student will take a post-test as he completes each activity package or at any point in the package that he believes he is ready for the test. His performance on the post-test will be measured against speed, accuracy, and proofreading grading criteria tables established for each LAP. Upon completion of the teacher-administered post-test, the student will

7.1.1 begin the next LAP if he meets the minimum standards for the post-test or

7.1.2 if he does not meet the minimum standards, engage in remedial practice, recommended by the teacher, until he believes he can meet the minimum performance criteria for the LAP.

7.1.3 The student will demonstrate that he has met the criteria for advancement to the next LAP by successfully completing the LAP post-test at or above the minimum specified.

7.2.0 Phase post-test: This test is given in several parts at or near the end of all activities in Phase 2 to evaluate the student's success in reaching the Terminal Performance Objectives detailed in 8.0.0 below. Appendix A provides an explanation of how terminal grading criteria was established; Appendix B contains samples of terminal performance tests for phase post-testing in the Phased Typing Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: These performance objectives are a precise statement of the minimum goals of Phase 2 of the Phased Typing Program. As was true in Phase 1, there are other goals within the Phase, and these will be reflected in the "intermediate" performance objectives included in each Learning Activity Package developed for the phase.

8.1.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL, DURING THE LAST TWO LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN TOUCH TYPE THAT MATERIAL FOR A PERIOD OF FIVE MINUTES AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.1.1 Appropriate paragraph material: Any series of alphabetic paragraphs with a syllabic intensity of approximately 1.4 that can be copied line for line for five minutes without repetition may be used.

8.1.2 Performance conditions: On each occasion that the student takes five minute timed writings for grading purposes during the last two LAPs of Phase 2, he will be given two writings on the same copy. For a timed writing to qualify for a grade, the student's typing speed must be 24 or more GWPM and his accuracy must be at least 96.5 percent of GWPM. The student may make a pencil mark on the paper to signal the approach of the bottom of the page. He may not erase errors, use a dictionary, nor seek help in proofreading. He must proofread and mark all errors and calculate his gross words per minute (GWPM).

8.1.3 Counting and marking errors: International Typewriting Contest rules will be used to determine errors in timed writing copy. (These are the rules used by many employers to score typing test administered to prospective employees.) A copy of these rules may be found in Appendix C.

8.1.4 Calculating typing speed: For grading purposes, gross words per minute (GWPM) will be the measure of typing speed. GWPM is determined by adding every stroke typed (including spaces and considering the entire copy as having been typed in a continuous line), dividing the total strokes typed by five to get total gross words and then dividing by the length of timed writing--i.e., 1200 total strokes ÷ 5 = 240 total gross words ÷ 5 minutes = 48 GWPM.

8.1.4.1 Neither net words per minute (NWPM) nor correct words per minute CWPM) will be used for grading purposes in this or any other phase of the Phased Typing Program. However, so that students will be aware of the scoring systems used by some employers in employment typing tests, they will be introduced to NWPM and CWPM calculation.

8.1.5 Proof of achievement--speed: The criteria in the following table will be used in grading five minute straight copy timed writings during the last two LAPs of Phase 2. The student's final speed grade for this objective will be the average of the three best speed scores out of a minimum of four qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 2--Terminal 5-Minute Timed Writing Speed Standards	
GWPM	Letter Grade
49+	A
42-48	B
32-41	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
24-31	D

8.1.6 Proof of achievement--accuracy: The following table contains the criteria that will be used in grading the accuracy of five minute straight copy timed writings during the last two LAPs of Phase 2. To illustrate, a student who types 240 gross words and makes four errors in a timed writing will have an accuracy percentage for that timing of 98.3 percent or a grade of "B." (Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.) The student's final accuracy grade for this objective will be the average of the three best accuracy scores out of a minimum of four qualifying timed writings.

PHASED TYPING PROGRAM	
Phase 2--Terminal Accuracy Standards	
Percent of Accuracy	Letter Grade
99.0-100	A
98.0- 98.9	B
97.0- 97.9	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
96.5- 96.9	D

8.1.7 Proof of achievement--proofreading: As noted in 8.1.2 above, the student must proofread each page of work, mark, and count his errors. The following standards will be applied during the final two LAPs of Phase 2 to evaluate the student's development of proofreading competence.

PHASED TYPING PROGRAM

Phase 2--Terminal
Proofreading Standards

Undiscovered Typographical Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
3	D

8.2.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL MANUSCRIPT LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A TWO-PAGE MANUSCRIPT WITH "BOUND" OR "UNBOUND" MARGINS AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.2.1 Appropriate manuscript material: The copy will be between 365 and 375 words in length and include a title, at least one minor heading, one long quotation, one short quotation, two footnotes, and a page number for the second page. The material presented to the student will be simple rough draft form using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.2.2 Performance conditions: The student will be given two 30 minute opportunities to demonstrate his typing skill in a terminal manuscript test. If he elects to take the test on both occasions, the student will choose the better of the two manuscripts for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.2.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules found in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. The non-typographical errors will be counted only once, however. If a student, for example, sets his margins for a "bound" manuscript when the directions call for "unbound," only one error will be counted even though that mistake involves both left and right margins on two different pages.

8.2.4 Proof of achievement--speed: The following table contains the criteria that will be used in grading manuscript production speed in the terminal test. To illustrate, a student who completes the test in 14 minutes or less will have earned an "A" for speed.

PHASED TYPING PROGRAM

Phase 2--Terminal
Speed Standards for Manuscript Production

Minutes Used	GWPM	Letter Grade
1-14	26+	A
15-17	22-25	B
18-22	17-21	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.		
23-30	13-16	D

8.2.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of manuscript production in the terminal test. To illustrate, a student who completes the test with an accuracy of 99 percent or higher will have earned an "A" for accuracy. Appendix D contains an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM

Phase 2--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.0-100	A
98.0- 98.9	B
97.0- 97.9	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
96.5- 96.9	D

8.2.6 Proof of achievement--proofreading: As noted in 8.2.2 and 8.2.3, the Phase 2 student must locate both typographical and arrangement errors. The following table contains the standards to be used in measuring the student's proofreading competency on this terminal test.

PHASED TYPING PROGRAM

Phase 2--Terminal
Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
3	D

8.3.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL TABULATION LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN CENTER AND TYPE AN OPEN STYLE TABLE ON STANDARD SIZE PAPER AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.3.1 Appropriate tabulated material: The copy will be between 120 and 130 words in length and include a title, sub-title, four or five columns with centered column headings with digits in two of the columns. The materials presented to the student will be semi-arranged typewritten copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.3.2 Performance conditions: The student will be given two 25 minute opportunities to demonstrate his typing skill in a terminal tabulation test. If he elects to take the test on both occasions, the student will choose the better of the two tables for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, Learning Activity Packages and textbooks), erase errors, nor seek help in proofreading. The student must mark all errors.

8.3.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules. Refer to Appendix C. In addition, style/arrangement errors and deviations from the test directions will be considered incorrect. These non-typographical errors, however, will be counted only once. To illustrate, if directions call for double spacing the body of the table and the student single spaces, only one error will be counted.

8.3.4 Proof of achievement--speed: The following table contains the criteria to be used in grading tabulation production speed in the terminal test. For example, a student who completes the table in 13 to 14 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 2--Terminal
Speed Standards for Table Production

Minutes Used	GWPM	Letter Grade
1-12	11+	A
13-14	10	B
15-18	7-8	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.		
19-25	5-6	D

8.3.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of tabulation production in the terminal test. To illustrate, a student who completes the tabulation with an accuracy of 97.0 to 97.9 percent will have earned a "C" for accuracy. Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM

Phase 2--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.0-100	A
98.0- 98.9	B
97.0- 97.9	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
96.5- 96.9	D

8.3.6 Proof of achievement--proofreading: As noted in 8.3.2 and 8.3.3, the Phase 2 student must locate both typographical and arrangement errors. The following table contains the standards to be used in measuring the student's proofreading competency on this terminal test.

PHASED TYPING PROGRAM

Phase 2--Terminal
Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
3	D

8.4.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE BUSINESS LETTERS, PERSONAL BUSINESS LETTERS, AND ENVELOPES; THAT HE CAN TYPE THE LETTERS IN EITHER BLOCK OR SEMI-BLOCK STYLE WITH MIXED PUNCTUATION; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.4.1 Appropriate letter material: The two letters and one envelope will total 335 to 345 words in length. Both letters will include a date line, salutation, body, and complimentary closing. The business letter will also include a three-line inside address with Zip Code, a two-line signer's identification, and reference initials. The personal business letter will have a four-line inside address with Zip Code, and require the use of the student's own return address with Zip Code and his own name for the signer's identification. The envelope will be prepared for the personal business letter. Test material presented to the student will be in semi-arranged typewritten form using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.4.2 Performance conditions: The student will be given two 25 minute opportunities to demonstrate his typing skill in a terminal test of letter and envelope typing. If he elects to take the test on both occasions, the student will choose the better of the two attempts for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, textbooks and LAPs), erase errors, nor seek help in proofreading. The student must mark all errors.

8.4.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if the student sets incorrect margins for a letter, only one error will be charged even though both left and right margins, in fact, are set incorrectly.

8.4.4 Proof of achievement--speed: The following table contains the criteria that will be used in grading letter production speed in the terminal test. To illustrate, a student who completes the letters and envelope in 13 or 14 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 2--Terminal
Speed Standards for Letter/Envelope Production

Minutes Used	GWPM	Letter Grade
1-12	31+	A
13-14	26-30	B
15-18	20-25	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.		
19-25	15-19	D

8.4.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of letter production in the terminal test. To illustrate, a student who completes the letters and envelope with an accuracy of 98.0 to 98.9 percent will have earned a "B" for accuracy. An "Accuracy Percentage Table" in Appendix D facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM

Phase 2--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.0-100	A
98.0- 98.9	B
97.0- 97.9	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
96.5- 96.9	D

8.4.6 Proof of achievement--proofreading: As noted in 8.4.2 and 8.4.3, the Phase 2 student must locate both typographical and arrangement errors. The following table contains the standards to be used in measuring the student's proofreading competency on this terminal test.

PHASED TYPING PROGRAM

Phase 2--Terminal
Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
3	D

8.5.0 GIVEN APPROPRIATE TYPING TASKS, DURING THE LAST TWO LAPS OF PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE USES THE BASIC TYPEWRITING TECHNIQUES IN ACCOMPLISHING THOSE TASKS.

8.5.1 Appropriate typing tasks: Any work required in the last two LAPs will be considered an appropriate task.

8.5.2 Performance conditions: The student will be observed and rated by the teacher on the techniques enumerated in 8.5.3 below. The observation and rating will be on an unannounced basis and will be made at least once during the time the student is working with the last two LAPs in Phase 2.

8.5.3 Basic typing techniques: The techniques that will be checked are (a) position at the typewriter, (b) key stroking, (c) continuity and rhythm, (d) carriage return, (e) shift-key operation, (f) space-bar action, (g) reading copy for typing, and (h) the right mind set. Each of these techniques is explained in a "Check Sheet for Basic Typewriting Techniques," found in Appendix E.

8.5.4 Proof of achievement--basic techniques: The criteria in the following table will be used in grading the student's basic typing techniques during the last two LAPs in Phase 2. The teacher will rate the student on each of the basic techniques using a four point scale. The average of the ratings will constitute the extent to which the student has met the minimum standards for Phase 2. For example, a student with an average rating of 2.6 to 3.5 will have earned a "B" for basic techniques.

PHASED TYPING PROGRAM

Phase 2--Terminal Technique Standards

Average Rating	Letter Grade
3.6-4.0	A
2.6-3.5	B
1.6-2.5	C
Performance below this level does not meet the minimum standard for advancement to Phase 3.	
0.6-1.5	D

8.6.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL DURING THE LAST TWO LAPS IN PHASE 2, THE STUDENT WILL DEMONSTRATE THAT HE CAN, WITH THE AID OF A TYPEWRITER ERASER, CORRECT COMMON TYPOGRAPHICAL ERRORS; THAT HE CAN DO SO EVEN WHEN THE ERRORS ARE NOT DISCOVERED UNTIL AFTER THE COPY HAS BEEN REMOVED FROM THE MACHINE; AND THAT HE CAN MAKE THESE CORRECTIONS NEATLY WITHIN A SPECIFIED TIME PERIOD.

8.6.1 Appropriate paragraph material: The specially prepared copy will contain two of each of the following kinds of common typographical errors--wrong character ("phome" typed for "phone"); one character omitted ("opertion" typed for "operation"); one character added ("apppropriate" typed for "appropriate").

8.6.2 Performance conditions: After making an exact copy of the material described above, and removing his copy from the typewriter, the student will be given one or more four minute opportunities to demonstrate his ability to make neat erasures and corrections of the above type errors. Paper and erasers will be provided by the teacher.

8.6.3 Proof of achievement--erasing and correcting: The student will have met this objective if he neatly erases and corrects the six errors in a period not to exceed four minutes. A "neat" correction is one in which the paper is not worn through by the erasure, other typing in the area around the error is not smeared, the correct character is exactly on the line of writing and properly filling the space it should occupy (or portion of space, for example, in the case of the corrections requiring "squeezing"), and the correct character both hides any remaining signs of the incorrect character and has shading similar to the remainder of the typing on the page. If the student is unable to meet this minimum objective, he must engage in remedial practice until he is able to do so.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 2: The student's final grade in Phase 2 will be determined by averaging his Terminal Performance Objective test grades, his individual Learning Activity Package grades, and his final Technique grade. In averaging, the Terminal Performance Objective test will be given a weight of 60%, the LAP grades a weight of 30%, and Technique a weight of 10%. Appendix F is a sample worksheet for determining the final grade.

10.0.0 ADVANCEMENT TO PHASE 3: In order for the student to advance to Phase 3, he must have demonstrated a level of performance that is represented by an overall letter grade of "C-" or above.

10.1.0 EXCEPTION REQUIRING STUDENT ACTION: The student who does not meet the minimum and who wishes to advance to Phase 3 may do so in the following manner.

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests and LAP post-tests.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate by taking the appropriate Terminal Performance Objective tests that he has developed the minimum level of skill necessary for advancement to Phase 3.

10.2.0 EXCEPTION REQUIRING TEACHER ACTION: At the request of the teacher in charge, the minimum criteria for advancement to Phase 3 may be waived by a committee of typing teachers for students who are unable to meet this criteria as a result of mental retardation or physical/emotional handicaps.

TERMINAL PERFORMANCE OBJECTIVES

For

Phase 3 of the Phased Typing Program

1.0.0 GRADE PLACEMENT: 10, 11, 12

2.0.0 PREREQUISITES: Student must have met the minimum performance criteria for Phases 1 and 2.

3.0.0 RATIONALE: The first two phases in the typing program gave major attention to building basic typing skills. Phase 3 provides the student who is vocationally-motivated an opportunity to become "production oriented." To the extent possible in a school setting, simulation of real office typing experiences is made an integral part of the activity packages. That is, the student is given office-style directions and is expected to produce copy of reasonable quantity and quality in a reasonable period of time with increased efficiency in the use of related skills, supplies, and equipment.

4.0.0 GENERAL OBJECTIVES: With the completion of all learning activities in Phase 3, the student will be able to

4.1.0 Touch type complete sentences and paragraphs for a specified period of time at or near the employment level for speed and accuracy;

4.2.0 Produce a reasonable quantity and quality of business letters, tables, business reports, manuscripts and forms from semi-arranged or unarranged rough draft and/or script copy;

4.3.0 Prepare multiple copies with carbon paper, fluid duplicating masters, and mimeograph stencils;

4.4.0 Compose simple inter-office memorandums at the typewriter;

4.5.0 Operate voice-writing machines on an acquaintanceship level;

4.6.0 Proofread his typed work with such care as necessary to find any errors made and identify them as "correctable" or "not correctable;"

4.7.0 Use a typewriter eraser to make possible the correction of all "correctable" errors on both original and carbon copies;

4.8.0 Take reasonable care of his typewriter, organize his work station, and exhibit a developing business-like attitude toward his typing work.

4.9.0 Demonstrate a knowledge of personal habits normally expected of an office worker.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the Phase 3 minimum terminal objectives. As with the first two phases of the typing program, no attempt is made to list Learning Activity Packages or to provide a detailed and sequential listing of every item of instruction in the Phase 3 curriculum. A clear distinction must be made between items of learning that will be terminally tested and those that are tested as a part of the LAP post-tests. The latter items are not included in the outline below. Reference to the LAPs developed for Phase 3 will provide a detailed outline of all content and a complete list of those "intermediate performance objectives" that are tested in the Learning Activity Package post-tests.

- 5.1.0 Reconstruction of typing skills developed in Phases 1 and 2 group and self-paced activities
- 5.2.0 Drill to continue growth in speed and improvement in control--group and self-paced activities
- 5.3.0 Manuscript and business report typing--self-paced
  - 5.3.1 Multi-paged
- 5.4.0 Tabulation typing--self-paced
  - 5.4.1 Open, ruled, boxed, and leader styles
  - 5.4.2 Centered on other than standard size paper
- 5.5.0 Business letter and envelope typing--self-paced
  - 5.5.1 Block, Semi-Block, and Full-Block style
    - 5.5.1.1 Style description above are those used in McGraw-Hill Book Company, Gregg Division, typing textbooks. Corresponding South-Western Publishing Company terms are Modified Block, Modified Block with Paragraph Indentions and Block styles.
  - 5.5.2 Open and mixed punctuation styles

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 3, but the first week that a student spends in the phase will be devoted to an assessment of his basic typing skills. This assessment will be restricted to the speed, accuracy, and techniques demonstrated by the student while typing straight paragraph copy under timed conditions.

At the end of the assessment week, the student will begin the Learning Activity Packages for Phase 3 if he meets the minimum performance criteria for straight copy speed, accuracy, and techniques required in the previous phase. The student who does not meet the minimum criteria will continue skill reconstruction drills until he does reach the minimum. At that time, he will begin Phase 3 activities.

6.1.0 LAP pre-tests: Any student may elect to take the pre-test at the beginning of a LAP if he believes that he can meet the stated performance objectives for the LAP without completing the LAP activities. When the student completes the self-administered test, he will elect to

6.1.1 take the post-test for the LAP if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.1.2 begin the activities in the LAP if his score on the pre-test was not above the minimum or

6.1.3 begin the activities in the LAP if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: To measure whether the student has met the performance objectives for each LAP and for the entire phase, both end-of-LAP and end-of-phase post-tests are used. The same tests also measure the degree to which the student exceeds the minimum criteria established for these intermediate and terminal performance objectives.

7.1.0 LAP post-tests: The student will take a post-test as he completes each activity package or at any point in the package that he believes he is ready for testing. His performance on the post-test will be measured against speed, accuracy, and proofreading grading criteria tables established for each LAP. When the student completes the teacher-administered post-test, he will

7.1.1 begin the next LAP if he meets the minimum standards for the post-test or

7.1.2 if he does not meet the minimum standards, engage in remedial practice, recommended by the teacher, until he believes he can meet the minimum performance criteria for the LAP.

7.1.3 The student will demonstrate that he has met the criteria for advancement to the next LAP by successfully completing the LAP post-test at or above the minimum specified.

7.2.0 Phase post-tests: This test is given in several parts at or near the end of all activities in Phase 3 to evaluate the student's success in reaching the Terminal Performance Objectives detailed in 8.0.0 below. Appendix A provides an explanation of how terminal grading criteria was established; Appendix B contains samples of terminal performance tests for phase post-testing in the Phased Typing Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum goals of this phase of the typing program. As was true in Phase 1 and 2, there are other goals within Phase 3, and these will be reflected in the "intermediate performance objectives" included in each LAP developed for this phase.

8.1.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL, DURING THE LAST TWO LAPS IN PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN TOUCH TYPE THAT MATERIAL FOR A PERIOD OF FIVE MINUTES AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.1.1 *Appropriate paragraph material:* Any series of alphabetic paragraphs with a syllabic intensity of approximately 1.5 that can be copied line for line for five minutes without repetition may be used.

8.1.2 *Performance conditions:* On each occasion that the student takes five minute timed writings for grading purposes during the last two LAPs of Phase 3, he will be given two writings on the same copy. For a timed writing to qualify for a grade, the student's typing speed must be 31 or more GWPM and his accuracy must be at least 97 percent of GWPM. The student *may* make a pencil mark on the paper to signal the approach of the end of the page. He *may not* erase errors, use a dictionary, nor seek help in proofreading. He *must* proofread and mark all errors and calculate his gross words per minute (GWPM).

8.1.3 *Counting and marking errors:* International Typewriting Contest rules will be used to determine errors in timed writing copy. (Many employers use these rules when scoring typing tests administered to applicants for positions requiring typing skills.) A copy of the rules may be found in Appendix C.

8.1.4 *Calculating typing speed:* For grading purposes, gross words per minute (GWPM) will be the measure of typing speed. GWPM is determined by adding every stroke typed (including spaces and considering the entire copy as having been typed in a continuous line), dividing the total strokes typed by five to get total gross words and then dividing by the length of the timed writing--i.e., 1400 total strokes ÷ 5 = 260 total gross words ÷ 5 minutes = 52 GWPM.

8.1.4.1 Neither net words per minute (NWPM) nor correct words per minute (CWPM) will be used for grading purposes in this or any other phase of the typing program. However, students will be introduced to NWPM and CWPM calculation so that they will be aware of the scoring systems used by some employers in employment typing tests.

8.1.5 Proof of achievement--speed: During the last two LAPs in Phase 3, five minute straight copy timed writings will be graded according to the criteria in the following table. The student's final speed grade for this objective will be the average of the four best speed scores out of a minimum of five qualifying timed writings.

PHASED TYPING PROGRAM

Phase 3--Terminal
5-Minute Timed Writing Speed Standards

GWPM	Letter Grade
56+	A
49-55	B
39-48	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
31-38	D

8.1.6 Proof of achievement--accuracy: During the last two LAPs of Phase 3, the accuracy of five minute straight copy timed writings will be graded according to the criteria in the following table. To illustrate, a student who types 260 gross words and makes three errors in a five minute timed writing will have an accuracy percentage for that timing of 98.8 percent or a grade of "B." (Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.) The student's final accuracy grade for this objective will be the average of the four best accuracy scores out of a minimum of five qualifying timed writings.

PHASED TYPING PROGRAM

Phase 3--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.5-100	A
98.5- 99.4	B
97.5- 98.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
97.0- 97.4	D

8.1.7 Proof of achievement--proofreading: As noted in 8.1.2 above, the student must proofread each page of work, mark, and count his errors. The following criteria will be applied during the final two LAPs of Phase 3 to evaluate the student's development of proofreading competence.

<table>
<tr><th colspan="2">PHASED TYPING PROGRAM</th></tr>
<tr><th colspan="2">Phase 3--Terminal
Proofreading Standards</th></tr>
<tr><th>Undiscovered Typographical Errors per Page</th><th>Letter Grade</th></tr>
<tr><td>0</td><td>A</td></tr>
<tr><td>1</td><td>C</td></tr>
<tr><td colspan="2">Performance below this level does not meet the minimum standard for advancement to Phase 4.</td></tr>
<tr><td>2</td><td>D</td></tr>
</table>

8.2.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL MANUSCRIPT LAPS IN PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A MULTI-PAGE MANUSCRIPT WITH "BOUND" OR "UNBOUND" MARGINS AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.2.1 Appropriate manuscript material: The copy will be between 540 and 550 words in length and include a title, sub-title, at least one minor heading per page, at least one footnote per page, both long and short quotations, at least two enumerated paragraphs, and page numbers. The material presented to the student will be typed rough draft and script copy using margins, tabs, and page lengths which differ from those the student will be expected to use. All spelling and punctuation will be given correctly.

8.2.2 Performance conditions: The student will be given two 30 minute opportunities to demonstrate his typing skill in a terminal manuscript test. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use textbooks, Learning Activity Packages, or any other reference, nor may he erase errors, or seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.2.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules found in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These typographical errors will be counted only once, however. If a student, for example, improperly locates the page number on both pages two and three, one error is counted for not knowing where to place the page number.

8.2.4 Proof of achievement--speed: The criteria in the following table will be used to grade manuscript production speed in the terminal test. For example, a student who completes the test in 19 to 22 minutes will have earned a "C" for speed.

PHASED TYPING PROGRAM

Phase 3--Terminal
Speed Standards for Manuscript Production

Minutes Used	GWPM	Letter Grade
1-16	35+	A
17-18	31-34	B
19-22	25-30	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.		
23-30	20-24	D

8.2.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of manuscript production in the terminal test. To illustrate, a student who completes the test with an accuracy of 97.5 to 98.4 percent will have earned a "C" for accuracy. An "Accuracy Percentage Table" that facilitates determination of the accuracy grade may be found in Appendix D.

PHASED TYPING PROGRAM

Phase 3--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.5-100	A
98.5- 99.4	B
97.5- 98.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
97.0- 97.4	D

8.2.6 Proof of achievement--proofreading: As noted in 8.2.2 and 8.2.3, the Phase 3 student must locate typographical and arrangement errors and must also identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be re-typed because of the nature of the error.

PHASED TYPING PROGRAM

Phase 3--Terminal Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
3	D

8.3.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL TABULATION LAPS IN PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN CENTER AND TYPE A TABLE ON STANDARD OR ODD-SIZE PAPER; THAT HE CAN TYPE IT IN OPEN, RULED, BOXED, OR LEADERED STYLE; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.3.1 Appropriate tabulated material: The copy will be between 235 and 245 words in length and will consist of two separate tables. One or both of the tables will include a title, sub-title, one and two-line column headings, two to four columns of numbers (including dollar amounts and a total line), and grouping of column information. The material presented to the student will be semi-arranged rough draft and script copy using margins and tabs which differ from those the student will be asked to use. All spelling and punctuation will be given correctly.

8.3.2 Performance conditions: The student will be given two 30 minute opportunities to demonstrate his typing skill in a terminal tabulation test. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, LAPs and textbooks), erase errors, nor seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.3.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules found in Appendix C. In addition, style/arrangement errors and deviations from the test directions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if the student is directed to group the column information in three line sections and fails to do so, only one error will be charged against him.

8.3.4 Proof of achievement--speed: The following table contains the criteria to be used in grading tabulation production speed in the terminal test. To illustrate, a student who completes the table in 17 to 18 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 3--Terminal
Speed Standards for Table Production

Minutes Used	GWPM	Letter Grade
1-16	15+	A
17-18	13-14	B
19-22	11-12	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.		
23-30	8-10	D

8.3.5 Proof of achievement--accuracy: The criteria for grading the accuracy of tabulation production in the terminal test is presented in the table below. To illustrate, a student who completes the tabulation problem with an accuracy of 97.5 to 98.4 percent will have earned a "C" for accuracy. Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM

Phase 3--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.5-100	A
98.5- 99.4	B
97.5- 98.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
97.0- 97.4	D

8.3.6 Proof of achievement--proofreading: As noted in 8.3.2 and 8.3.3, the student in Phase 3 must locate typographical and arrangement errors and must also identify each error as "C" (correctable) of "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be re-typed because of the nature of the error.

PHASED TYPING PROGRAM

Phase 3--Terminal
Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
3	D

8.4.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE BUSINESS LETTERS AND ENVELOPES; THAT HE CAN ARRANGE THE LETTERS IN BLOCK, SEMI-BLOCK, OR FULL BLOCK STYLE; THAT HE CAN USE EITHER MIXED OR OPEN PUNCTUATION; AND THAT HE CAN TYPE THE LETTERS AND ENVELOPES WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.4.1 Appropriate letter material: The two letters and two envelopes will total 400 to 410 words in length. Both letters will contain a date line, salutation, body, complimentary closing, two-line signer's identification, and reference intitials. One letter will also have a four-line inside address with Zip Code and a subject line. The other letter will have a three line inside address with Zip Code, and attention line, a company signature, and enclosure notation. Test material presented to the student will be semi-arranged rough draft and script copy with margins and tabs which differ from those the student will be asked to use. All spelling will be given correctly, but punctuation of letter parts other than the body will not be shown. The student must supply an appropriate salutation for both letters.

8.4.2 Performance conditions: The student will be given two 20 minute opportunities to demonstrate his typing skill in a terminal test of letter and envelope typing. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, textbooks and Learning Activity Packages), erase errors, nor seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.4.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. However, these non-typographical errors will be counted only once. Thus, if the student follows semi-block style when directed to use full block one error would be charged.

8.4.4 Proof of achievement--speed: The following table contains the criteria to be used in grading speed in a terminal letter production test. To illustrate, a student who completes the letters and envelopes in 11 or 12 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 3--Terminal
Speed Standards for Letter/Envelope Production

Minutes Used	GWPM	Letter Grade
1-10	39+	A
11-12	34-38	B
13-15	27-33	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.		
16-20	21-26	D

8.4.5 Proof of achievement--accuracy: The following table contains the criteria to be used in grading the accuracy of letter production in the terminal test. To illustrate, a student who completes the letters and envelopes with an accuracy of 99.5 or higher will have earned an "A" for accuracy. The "Accuracy Percentage Table" in Appendix D facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM

Phase 3--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.5-100	A
98.5- 99.4	B
97.5- 98.4	C
Performance below this level does not meet the minimum standard for advancement to Phase 4.	
97.0- 97.4	D

8.4.6 Proof of achievement--proofreading: As noted in 8.4.2 and 8.4.3, the student in Phase 3 must locate typographical and arrangement errors and must identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be re-typed because of the nature of the error.

PHASED TYPING PROGRAM

Phase 3--Terminal
Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	B
2	C
Performance below this level does not meet the minimum standard for Advancement to Phase 4.	
3	D

8.5.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL, DURING THE LAST TWO LAPS OF PHASE 3, THE STUDENT WILL DEMONSTRATE THAT HE CAN, WITH THE AID OF BOTH A TYPEWRITER ERASER AND SOFT PENCIL ERASER, CORRECT COMMON TYPOGRAPHICAL ERRORS ON AN ORIGINAL AND ON ONE CARBON COPY WHEN THE ERRORS ARE FOUND BEFORE THE PAPER HAS BEEN REMOVED FROM THE MACHINE AND THAT HE CAN MAKE THESE CORRECTIONS NEATLY WITHIN A SPECIFIED TIME PERIOD.

8.5.1 Appropriate paragraph material: The specially prepared copy will contain three wrong character errors (i.e., "incldues" typed for "includes"), two one character omitted errors (i.e., "infomation" typed for "information"), and one character added error (i.e., "dolllar" typed for "dollar").

8.5.2 Performance conditions: After making an exact copy of the material described above, the student will be given one or more four minute opportunities to demonstrate his ability to make neat erasures and corrections of the above types of errors on both originals and carbon copies. Typing paper, carbon paper, and typewriter erasers will be supplied; the student will furnish the pencil eraser.

8.5.3 Proof of achievement--erasing and correcting: The student will have met this objective if he neatly erases and corrects the six errors in a period not to exceed four minutes. A "neat" correction on both originals and carbons is one in which the paper is not worn through by the erasure, other typing in the area around the error is not smeared, the correct character is exactly on the line of typing and properly filling the space it should occupy (or portion of the space in the case of corrections requiring "squeezing"), and the correct character both hides any remaining sign of the incorrect one and has shading similar to the remainder of the typing on the page. If the student is unable to meet this minimum objective, he must engage in remedial practice until he is able to do so.

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 3: The student's final grade in Phase 3 will be determined by averaging his Terminal Performance Objective test grades and his individual Learning Activity Package grades. In averaging, the terminal test will be given a weight of 60% and the Learning Activity Packages a weight of 40%. A sample worksheet for determining the final grade may be found in Appendix F.

10.0.0 ADVANCEMENT TO PHASE 4: In order for the student to advance to Phase 4, he must have demonstrated a level of performance that is represented by an overall letter grade of "C-" or above.

10.1.0 EXCEPTION REQUIRING STUDENT ACTION: The student who does not meet the minimum and who wishes to advance to Phase 4 may do so by taking the following action.

10.1.1 Consult with the teacher as to specific areas of weakness. The teacher will determine these areas by a detailed examination of the student's Terminal Performance Objective tests and LAP post-tests.

10.1.2 Engage in remedial practice, recommended by the teacher, until the student believes he can meet the minimum performance criteria for his areas of weakness.

10.1.3 Demonstrate by taking the appropriate Terminal Performance Objective tests that he has developed the minimum level of skill necessary for advancement to Phase 4.

10.2.0 EXCEPTION REQUIRING TEACHER ACTION: At the request of the teacher in charge, the minimum criteria for advancement to Phase 4 may be waived by a committee of typing teachers for students who are unable to meet this criteria as a result of mental retardation or physical/emotional handicaps.

TERMINAL PERFORMANCE OBJECTIVES

For

Phase 4 of the Phased Typing Program

1.0.0 GRADE PLACEMENT: 10, 11, 12

2.0.0 PREREQUISITES: Student must have met the minimum performance criteria for Phases 1, 2, and 3.

3.0.0 RATIONALE: A few students reach employment level skills by the end of Phase 2; a few more can reach that level at the end of Phase 3; but the typical vocationally-motivated student needs the final polishing of his typing skills that Phase 4 provides.

As with Phase 3, the student will find that simulated office typing experiences are an integral part of the LAPs in this phase. He will be expected to produce copy of reasonable quantity and quality in a reasonable period of time with efficiency in the use of related skills, supplies, and equipment.

4.0.0 GENERAL OBJECTIVES: With the completion of all learning activities in the Phased Typing Program, the student will be able to

- 4.1.0 Touch type complete sentences and paragraphs for a specified period of time at the employment level for speed and accuracy;
- 4.2.0 Produce a reasonable quantity and quality of business letters, tables, manuscripts, common business forms, and legal documents from semi-arranged or unarranged rough draft and/or script copy;
- 4.3.0 Prepare multiple copies with carbon paper, fluid duplicating masters, and mimeograph stencils;
- 4.4.0 Compose simple business letters and interoffice memorandums at the typewriter;
- 4.5.0 Operate voice-writing machines on an acquaintanceship level;
- 4.6.0 Proofread his typed work with such care as necessary to find any errors made and identify them as "correctable" or "not correctable;"
- 4.7.0 Use a typewriter eraser (or typewriter correction paper) to make possible the correction of all "correctable" errors on both original and carbon copies:
- 4.8.0 Type simple copy from direct dictation;
- 4.9.0 Take reasonable care of his typewriter, organize his work station, and exhibit a business-like attitude toward his typing work;
- 4.10.0 Demonstrate a knowledge of personal habits normally expected of an office worker.

5.0.0 INSTRUCTIONAL CONTENT: The following is an outline of the course content designed to help the student reach the minimum terminal objectives of this final phase of the Phased Typing Program. As with earlier phases, no attempt is made to list Learning Activity Packages or to provide a detailed and sequential listing of every item of instruction in the Phase 4 curriculum. It is important to clearly distinguish between items of learning that will be terminally tested and those that are tested as a part of the LAP post-tests. The latter items are not included in the outline of course content below. Reference to the LAPs developed for Phase 4 will provide a detailed outline of all content and a complete list of those "intermediate performance objectives" that are tested in the Learning Activity Package post-tests.

5.1.0 Reconstruction of typing skills developed in Phases 1, 2, and 3--group and self-paced activities.

5.2.0 Drill to bring speed and control to employment level--group and self-paced activities.

5.3.0 Manuscript and business report typing--self-paced

5.3.1 Multi-paged

5.4.0 Tabulation typing--self-paced

5.4.1 Open, ruled, boxed, and leader styles.

5.4.2 Centered on other than standard size paper.

5.4.3 In the body of a manuscript or letter.

5.5.0 Business letter and envelope typing--self-paced.

5.5.1 Block, Semi-Block, Full Block, and Indented styles.

5.5.1.1 Style descriptions above are those used in McGraw-Hill Book Company, Gregg Division, typing textbooks. Corresponding South-Western Publishing Company terms are Modified Block, Modified Block with Paragraph Indentions, Block, and Indented.

5.5.2 Open and mixed punctuation styles.

6.0.0 PRE-TESTING: No pre-test will be given at the beginning of Phase 4, but the first week that a student spends in the phase will be devoted to an assessment of his basic typing skills. This assessment will be restricted to the speed and accuracy demonstrated by the student while typing straight paragraph copy under timed conditions.

At the end of the assessment week, the student who meets the minimum performance criteria for straight copy speed and accuracy required in the previous phase will begin the LAPs for Phase 4. The student who does not meet the minimum criteria will continue skill reconstruction drills until he does reach the minimum. At that time, he will begin Phase 4 activities.

6.1.0 LAP pre-tests: Any student may elect to take the pre-test at the beginning of a LAP if he believes that he can meet the stated performance objectives for the LAP without completing the LAP activities. When the student completes the self-administered test, he will elect to

6.1.1 take the post-test for the LAP if he completed the pre-test with a score above the minimum criteria for the pre-test or

6.1.2 begin the activities in the LAP if his score on the pre-test was not above the minimum or

6.1.3 begin the activities in the LAP if the pre-test score was above the minimum criteria but still below the standards the student sets for himself.

7.0.0 POST-TESTING: To measure whether the student has met the performance objectives for each LAP and for the entire phase, both end-of-LAP and end-of-phase post-tests are used. The same tests also measure the degree to which the student exceeds the minimum criteria established for these intermediate and terminal performance objectives.

7.1.0 LAP post-tests: The student will take a post-test as he completes each activity package or at any point in the package that he believes he is ready for testing. His performance on the post-test will be measured against speed, accuracy, and proofreading grading criteria tables established for each LAP. When the student completes the teacher-administered post-test, he will

7.1.1 begin the next LAP if he meets the minimum standards for the post-test or

7.1.2 if he does not meet the minimum standards, engage in remedial practice, recommended by the teacher, until he believes he can meet the minimum performance criteria for the LAP.

7.1.3 The student will demonstrate that he has met the criteria for advancement to the next LAP by successfully completing the LAP post-test at or above the minimum specified.

7.2.0 Phase post-test: This test is given in several parts at or near the end of all activities in Phase 4 to evaluate the student's success in reaching the Terminal Performance Objectives detailed in 8.0.0 below. Appendix A provides an explanation of how terminal grading criteria was established; Appendix B contains samples of terminal performance tests for phase post-testing in the Phased Typing Program.

8.0.0 TERMINAL PERFORMANCE OBJECTIVES: The following performance objectives are a precise statement of the minimum goals of this phase of the typing program. As was true in Phase 1, 2, and 3, there are other goals within Phase 4, and these will be reflected in the "intermediate performance objectives" included in each LAP developed for this phase.

8.1.0 GIVEN APPROPRIATE PARAGRAPH MATERIAL, DURING THE LAST TWO LAPS IN PHASE 4, THE STUDENT WILL DEMONSTRATE THAT HE CAN TOUCH TYPE THAT MATERIAL FOR A PERIOD OF FIVE MINUTES AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.1.1 Appropriate paragraph material: Any series of alphabetic paragraphs with a syllabic intensity of approximately 1.5 that can be copied line for line for five minutes without repetition may be used.

8.1.2 Performance conditions: On each occasion that the student takes five minute timed writings for grading purposes during the last two LAPs of Phase 4, he will be given two writings on the same copy. For a timed writing to qualify for a grade, the student's typing speed must be 35 or more GWPM and his accuracy must be at least 97.5 percent of GWPM. The student may make a pencil mark on the paper to signal the approach of the end of the page. He may not erase errors, use a dictionary, nor seek help in proofreading. He must proofread and mark all errors and calculate his gross words per minute (GWPM).

8.1.3 Counting and marking errors: International Typewriting Contest rules will be used to determine errors in timed writing copy. (Many employers use these rules when scoring typing tests administered to applicants for positions requiring typing skills.) A copy of rules may be found in Appendix C.

8.1.4 Calculating typing speed: For grading purposes, gross words per minute (GWPM) will be the measure of typing speed. GWPM is determined by adding every stroke typed (including spaces and considering the entire copy as having been typed in a continuous line), dividing the total strokes typed by five to get total gross words and then dividing by the length of the timed writing--i.e., 1500 total strokes ÷ 5 = 300 total gross words ÷ 5 minutes = 60 GWPM.

8.1.4.1 Neither net words per minute (NWPM) nor correct words per minute (CWPM) will be used for grading purposes in this or any other phase of the typing program. However, students will be introduced to NWPM and CWPM calculation so that they will be aware of the scoring systems used by some employers in employment typing tests.

8.1.5 Proof of achievement--speed: During the last two LAPs in Phase 4, five minute straight copy timed writings will be graded according to the criteria in the following table. The student's final speed grade for this objective will be the average of the four best speed scores out of a minimum of five qualifying timed writings.

PHASED TYPING PROGRAM

Phase 4--Terminal
5-Minute Timed Writing Speed Standards

GWPM	Letter Grade
60+	A
53-59	B
43-52	C
Performance below this level does not meet the minimum standard for vocational competency.	
35-42	D

8.1.6 Proof of achievement--accuracy: During the last two LAPs of Phase 4, the accuracy of five minute straight copy timed writings will be graded according to the criteria in the following table. To illustrate, a student who types 300 gross words and makes three errors in a five minute timed writing will have an accuracy percentage for that timing of 99.0 percent or a grade of "B." (Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.) The student's final accuracy grade for this objective will be the average of the four best accuracy scores out of a minimum of five qualifying timed writings.

PHASED TYPING PROGRAM

Phase 4--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.6-100	A
99.0- 99.5	B
98.0- 98.9	C
Performance below this level does not meet the minimum standard for vocational competency.	
97.5- 97.9	D

8.1.7 Proof of achievement--proofreading: As noted in 8.1.2 above, the student must proofread each page of work, mark, and count his errors. The following criteria will be applied during the final two LAPs of Phase 4 to evaluate the student's development of proofreading competence.

PHASED TYPING PROGRAM

Phase 4--Terminal Proofreading Standards

Undiscovered Typographical Errors per Page	Letter Grade
0	A
Performance below this level does not meet the minimum standard for vocational competency.	
1	D

8.2.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL MANUSCRIPT LAPS IN PHASE 4, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A MULTI-PAGE MANUSCRIPT WITH "BOUND" OR "UNBOUND" MARGINS AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.2.1 Appropriate manuscript material: The copy will be from 705 to 715 words in length and include a title, sub-title, three or more minor headings, three or more footnotes with at least one on a short final page, both a long and a short quotation, a short three-column table within the body, and page numbers. The material presented to the student will be in typed rough draft and script copy using margins, tabs, and page lengths which differ from those the student will be expected to use. All spelling and punctuation will be given correctly.

8.2.2 Performance conditions: The student will be given two 35 minute opportunities to demonstrate his typing skill in a terminal test of manuscript production. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference materials (including, but not limited to, textbooks and Learning Activity Packages), erase errors, or seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.2.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. These non-typographical errors will, however, be counted only once. If a student, for example, double spaced all the footnotes, only one error would be charged for that particular mistake regardless of the number of times it was repeated.

8.2.4 Proof of achievement--speed: The following table contains the criteria to be used in grading speed in the terminal test of manuscript production. To illustrate, a student who completes the test in 20 to 22 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 4--Terminal
Speed Standards for Manuscript Production

Minutes Used	GWPM	Letter Grade
1-19	40+	A
20-22	36-39	B
23-27	29-35	C
Performance below this level does not meet the minimum standard for vocational competency.		
28-35	23-28	D

8.2.5 Proof of achievement--accuracy: The criteria in the following table will be used to grade the accuracy of manuscript production in the terminal test. To illustrate, a student who completes the test with an accuracy of 98.0 to 98.9 percent will have earned a "C" for accuracy. The "Accuracy Percentage Table" in Appendix D will facilitate the determination of the accuracy grade.

PHASED TYPING PROGRAM

Phase 4--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.6-100	A
99.0- 99.5	B
98.0- 98.9	C
Performance below this level does not meet the minimum standard for vocational competency.	
97.5- 97.9	D

8.2.6 Proof of achievement--proofreading: As noted in 8.2.2 and 8.2.3, the student in Phase 4 must locate typographical and arrangement errors and must also identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be re-typed because of the nature of the error.

PHASED TYPING PROGRAM

Phase 4--Terminal Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	C
Performance below this level does not meet the minimum standard for vocational competency.	
2	D

8.3.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL TABULATION LAPS IN PHASE 4, THE STUDENT WILL DEMONSTRATE THAT HE CAN CENTER AND TYPE A TABLE ON STANDARD OR ODD-SIZE PAPER; THAT HE CAN TYPE IT IN OPEN, RULED, BOXED, OR LEADERED STYLE; AND THAT HE CAN DO SO WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.3.1 Appropriate tabulated material: The copy will contain between 255 and 265 words and will consist of a multi-line title and sub-title, five or more columns and column headings, at least four of the columns with numbers, and at least one footnote. The material presented to the student will be semi-arranged typed rough draft and script copy using margins and tabs which differ from those the student will be asked to use. In addition, the student will be given more columns of information than he will be asked to include in the table he prepares.

8.3.2 Performance conditions: The student will be given two 25 minute opportunities to demonstrate his typing skill in a terminal tabulation test. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, LAPs and textbooks), erase errors, nor seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.3.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test directions will be considered incorrect. These non-typographical errors, however, will be counted only once. For example, if there are three sub-title lines that should be typed in upper and lower case and the student types all of them in upper case, only one error is charged.

8.3.4 Proof of achievement--speed: The following table contains the criteria to be used in grading tabulation production speed in the terminal test. To illustrate, a student who completes the table in 15 to 17 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 4--Terminal
Speed Standards for Table Production

Minutes Used	GWPM	Letter Grade
1-14	19+	A
15-17	16-18	B
18-20	13-15	C
Performance below this level does not meet the minimum standard for vocational competency.		
21-25	11-12	D

8.3.5 Proof of achievement--accuracy: The criteria for grading the accuracy of tabulation production in the terminal test is presented in the table below. To illustrate, a student who completes the tabulation problem with an accuracy of 99.0 to 99.5 percent will have earned a "B" for accuracy. Refer to Appendix D for an "Accuracy Percentage Table" that facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM

Phase 4--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.6-100	A
99.0- 99.5	B
98.0- 98.9	C
Performance below this level does not meet the minimum standard for vocational competency.	
97.5- 97.9	D

8.3.6 Proof of achievement--proofreading: As noted in 8.3.2 and 8.3.3, the student in Phase 4 must locate typographical and arrangement errors and must also identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be retyped because of the nature of the error.

PHASED TYPING PROGRAM

Phase 4--Terminal
Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	C
Performance below this level does not meet the minimum standard for vocational competency.	
2	D

8.4.0 GIVEN APPROPRIATE MATERIAL, AFTER COMPLETION OF ALL LETTER LAPS IN PHASE 4, THE STUDENT WILL DEMONSTRATE THAT HE CAN TYPE A TWO-PAGE BUSINESS LETTER AND ACCOMPANYING ENVELOPE; THAT HE CAN ARRANGE THE LETTER IN BLOCK, SEMI-BLOCK, OR FULL BLOCK, STYLE; THAT HE CAN USE EITHER MIXED OR OPEN PUNCTUATION; AND THAT HE CAN TYPE THE LETTER AND ENVELOPE WITHIN SPECIFIED SPEED LIMITS, SPECIFIED ACCURACY LIMITS, AND WITH ACCURATE PROOFREADING.

8.4.1 Appropriate letter material: The two-page letter and envelope will total 490 to 500 words in length and will include a date line, a three-line inside address with Zip Code, a subject or attention line, a salutation, the body, appropriate second page heading, complimentary closing, company signature, two line signer's identification, and reference initials. Test material presented to the student will be semi-arranged typed rough draft and script copy with margins and tabs which differ from those the student will be asked to use. All spelling will be given correctly, but punctuation of letter parts other than the body will not be shown. The student must supply an appropriate salutation.

8.4.2 Performance conditions: The student will be given two 18 minute opportunities to demonstrate his typing skill in a terminal test of letter and envelope typing. If he elects to take the test on both occasions, the student will choose the better of the two tests for grading. The student may use a dictionary, a visual guide sheet that indicates line of typing only, or pencil marks on the typing paper as aids. He may not use reference sources (including, but not limited to, textbooks and Learning Activity Packages), erase errors, nor seek help in proofreading. The student must identify each error made by writing "C" (correctable) or "NC" (not correctable) adjacent to the error.

8.4.3 Counting and marking errors: Typographical errors will be counted and marked according to the International Typewriting Contest rules in Appendix C. In addition, style/arrangement errors and deviation from the test instructions will be considered incorrect. However, these non-typographical errors will be counted only once. Thus, if the student follows semi-block style when directed to use full block, one error would be charged.

8.4.4 Proof of achievement--speed: The following table contains the criteria to be used in grading speed in a terminal letter production test. To illustrate, a student who completes the letters and envelopes in 12 or 13 minutes will have earned a "B" for speed.

PHASED TYPING PROGRAM

Phase 4--Terminal
Speed Standards for Letter/Envelope Production

Minutes Used	GWPM	Letter Grade
1-11	49+	A
12-13	43-48	B
14-15	35-42	C
Performance below this level does not meet the minimum standard for vocational competency.		
16-18	29-34	D

8.4.5 Proof of achievement--accuracy: The following table contains the criteria to be used in grading the accuracy of letter production in the terminal test. To illustrate, a student who completes the letters and envelopes with an accuracy of 99.6 or higher will have earned an "A" for accuracy. The "Accuracy Percentage Table" in Appendix D facilitates determination of the accuracy grade.

PHASED TYPING PROGRAM

Phase 4--Terminal
Accuracy Standards

Percent of Accuracy	Letter Grade
99.6-100	A
99.0 -99.5	B
98.0- 98.9	C
Performance below this level does not meet the minimum standard for vocational competency.	
97.5- 97.9	D

8.4.6 Proof of achievement--proofreading: As noted in 8.4.2 and 8.4.3, the student in Phase 4 must locate typographical and arrangement errors and must identify each error as "C" (correctable) or "NC" (not correctable). The latter notation indicates that the typist is aware that in an office situation the page would have to be retyped because of the nature of the error.

PHASED TYPING PROGRAM

Phase 4--Terminal
Proofreading Standards

Undiscovered Errors per Page	Letter Grade
0	A
1	C
Performance below this level does not meet the minimum standard for vocational competency.	
2	D

9.0.0 DETERMINING THE FINAL GRADE IN PHASE 4: The student's final grade in this last phase of the Phased Typing Program will be determined by averaging his Terminal Performance Objective test grades and his individual Learning Activity Package grades. In averaging, these two segments of the final grade will be given equal weight (50% terminal tests, 50% LAPs). A sample worksheet for determining the final grade may be found in Appendix F.

10.0.0 CERTIFICATION OF TYPING PROFICIENCY: All students who complete the Phased Typing Program and earn a final letter grade of "C-" or higher in Phase 4 of this program will receive a "Certificate of Typing Proficiency." This certificate will describe the level of proficiency which the student attained in this program.

Appendix A

Establishing Terminal Performance Objective Grading Criteria

APPENDIX A

ESTABLISHING TERMINAL PERFORMANCE OBJECTIVE GRADING CRITERIA

Review of Present Standards

Each Business Education Department Head in the District was asked to submit current grading criteria for the typing courses offered in their departments. In addition, grading standards used in several other high school districts and standards recommended by typing textbook authors were examined. Close inspection revealed that the grading standards differed substantially from one another.

Check of Employer Expectations

A review of the literature and of employer tests indicated that the minimum performance expected of the prospective office occupations employee ranged from approximately 40 gross words per minute to approximately 60 gross words per minute.

Choice of Method of Evaluation

There are many scoring methods used to evaluate typing performance. The "Gross Words Per Minute/Percent of Accuracy" method provides more information regarding actual student performance than any of the others and was, therefore, chosen for the Phased Typing Program. S. J. Wanous describes this approach:

> In this method of measuring basic skill, two scores are reported. One represents the gross rate a minute; the other, the percentage of accuracy made on the writing. The total errors made are deducted from the total words typed, and the difference is divided by the total word count. This method has the advantages of the GWAM/errors method. In addition, it has the advantage of relating the accuracy score to the rate instead of merely to the time interval of the test. A student typing 80 words a minute, for example, can make twice as many errors as one typing 40 words a minute and still achieve the same percentage of accuracy.
>
> The teachers favoring this method say that a report of the number of errors made in a writing is meaningless unless it is related to the rate. The percentage-of-accuracy method provides this information. . . .
>
> [The] GWAM/percent of accuracy [method] involve[s] the reporting of speed scores and accuracy scores separately, a procedure that provides accurate information about the improvement of these two skill elements that have been shown to operate almost independently. (7:85, 90)

APPENDIX A (continued)

Evaluating Straight Copy Work. The development of separate speed and accuracy criteria for all facets of the Phased Typing Program began when the method of evaluation was selected. Criteria for straight copy 5-minute timed writings was established first. The standards for all other work at the typewriter are based on the straight copy performance of the student.

The terminal 5-minute timed writing speed standards for each phase were set to approximate the average of all the speed standards that were reviewed. The terminal accuracy standards for Phase 1 were based upon the experience of several District teachers and the standards suggested by the authors of one of the typing textbooks (3:43).

Because student accuracy, as well as speed, can be expected to improve with additional practice, the accuracy standards were "tightened" for each succeeding phase. The table below illustrates the tightening of both speed and accuracy standards for 5-minute timed writings.

Student	Gross Words	GWPM	Speed Grade	Maximum Errors for a Accuracy Grade of "A"	Maximum Errors for a Accuracy Grade of "C"
Phase 1 Student	225	45	A	3	9
Phase 2 Student	225	45	B	2	6
Phase 3 Student	225	45	C	1	5
Phase 4 Student	225	45	C-	0	4

The generally accepted practice within the District--and in many other schools as well--has been to give speed and accuracy equal weight. This practice has been continued in the Phased Typing Program. In all four phases, the Terminal Performance Objective test grade is determined by averaging speed (45%), accuracy (45%), and proofreading (10%). Proofreading is weighted this heavily because of the importance of this skill to the typist.

Evaluating Production Work. As the basic goal of a learner is to type reasonably accurate copy at a useful rate of speed, it was decided that the most meaningful evaluation of student production of the major kinds of typed work (manuscripts, tables, and letters) should be a separate evaluation of speed, accuracy, and proofreading. (Proofreading is included because no level of speed nor degree of accuracy--short of perfection--is sufficient if the typist cannot locate errors so that he can correct them.)

Writing in Practices and Preferences in Teaching Typewriting, Lawrence Erickson cites a dissertation by Thaddeus H. Penar that studied the relationship between straight-copy typing speed and the speed with which students could complete typical production problems. The percent of transfer of skill was found to depend to a considerable degree on the student's straight copy speed and on the length of time that the student had been in the typing program. (7:97) The percent of transfer rates reported in the Penar study were applied to the straight copy timed writing criteria to establish the speed standards for the manuscript, table, and letter Terminal Performance Objectives.

While no empirical data is available to substantiate the decision, it was decided that the added time given the student for completion of production problems would permit the use of the same accuracy standards as for the five minute timed writings.

Evaluating Proofreading. The proofreading grading standards are based upon the professional judgment of several District teachers. The same grading procedure will be used on Learning Activity Package work so that the student will fully understand the way to carefully proofread and the importance of doing so. Sufficient instruction and practice prior to the terminal tests will be provided so that all students can reasonably be expected to meet the Terminal Performance Objective.

Evaluating Typing Techniques. A direct visual observation of the student at work by a trained typing teacher is used as a basis for the grading of typing technique. It must be recognized that application of good or poor typing technique by a student will inevitably affect his speed and accuracy grade in any given typing task. However, as a means of stressing that proper typing technique is essential in order for a student to develop a high degree of typing skill, it was decided that typing technique should be graded separately from speed and accuracy grades. Grading for typing technique should be done only through Phase 2. If the student has not developed acceptable typing techniques by the time he enters Phase 3, it is unlikely that he will be able to meet the minimum standards set for speed and accuracy in the advanced phases.

Evaluating Erasing. In a study by Irol W. Balsley (7:93), the time needed to make erasures at various levels of typing skill development was determined. The recommendations from this study were used as the basis for establishing erasing standards and for constructing terminal erasing tests.

Determining Final Phase Grades

As noted in 9.0.0 of each phase, the final report card grade for a student is determined by averaging two or three factors. In Phases 1 and 2 Terminal Performance Objective tests are given a greater weight than daily work (Learning Activity Packages). These phases are primarily concerned with initial development of skill at the typewriter. Therefore, most weight in determining the final grade is devoted to evaluation of "what the student can do" at the end of these Phases. A small portion of the total grade is determined by evaluation of the student's basic typing technique as detailed above.

In Phases 3 and 4 most of the basic typing skill has been gained and the student turns his attention to production of useful quantities of office style work. For this reason, Learning Activity Package achievement is given 40 percent weight in Phase 3 and a full 50 percent in Phase 4.

Appendix B

Sample Terminal Performance Objective Tests and Teacher's Keys for Phases 1, 2, 3, and 4

Appendix B

SUGGESTIONS FOR ADMINISTERING TERMINAL PERFORMANCE OBJECTIVE TESTS

Experimental use of tests similar to those included for Phases 1 and 2 during the spring semester of 1968 suggests that the following general procedure is appropriate for administering the Terminal Performance Objective tests in any typing class.

1. Post copies of the General Directions for Terminal Performance Objective Testing in the typing classrooms at least a full week before administering the first test in the series. Better yet, post them at the beginning of the school year and issue a copy to each student early in the year. Tell the students to read and become familiar with the General Directions.

2. A few days in advance of the first day of terminal testing, remind students to read the General Directions so that they will not have to use the valuable five minutes of preparation time reading them.

3. Issue the appropriate test packet to the student five minutes prior to the time you wish to start timing the test. Supply sufficient colored paper (or letterhead paper for business letter tests) and envelopes.

4. Clip a standard overhead projector transparency over a copy of your seating chart and have a transparency pen or pencil available. After you begin the test period, watch the class for sign of the first student finished. (As noted in the General Directions, the student is to hold his completed test papers in the air so that you can see them.) As each student finishes, check the time clock for the amount of time he used and mark that time directly over his name on the seating chart. This time notation can later be transferred directly to his test paper and converted to a letter grade using the speed standards for that test.

5. At your discretion, either have each student bring his completed test to the teacher's desk just as soon as he finishes proofreading or have him leave the papers on his own desk and go on to other work.

6. Conserve the tests. While it is recommended that the student be allowed to mark on his copy of the test, he should not be allowed to keep the test instructions, the test itself, or even his own typed work. Every student should receive a report of his grades on each test taken, but the test papers should not be returned. A student who wishes to see his paper should be permitted to examine it with the teacher. All tests should be kept for a student as long as he is enrolled in the typing program.

GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING
in the
PHASED TYPING PROGRAM
of the
SAN MATEO UNION HIGH SCHOOL DISTRICT

Time for Reading Directions	-You will have five minutes to read the specific instructions for each terminal performance objective test. You should plan to use as much of that five minutes as possible for making machine adjustment calculations and examining the test copy. However, you may not touch your typewriter for any reason before the actual test period begins.
Reference Materials and Typing Aids	-You may use either your own dictionary or a classroom copy. (However, unlike your own copy, the classroom copies may not be taken to and kept at your desk during the test.) A "line-of-typing" visual guide may be used as may pencil marks on both the test copy and your test papers. You may not ask for help either from a fellow student or from your teacher and may not refer to any notes or other reference materials.
Corrections	-Because the terminal performance objective grading standards allow for a certain percentage of error, you are not to erase. Type as accurately as you can and still finish within the time allowed.
Length of Test Period	-The exact number of minutes allowed for each terminal performance objective test is given in the specific directions that accompany each test. In every case, as soon as you complete the typing (and before you begin to proofread), remove the test paper from your machine and hold it in the air so that your teacher can note the amount of time you used to complete the test. This step is very important because part of your grade is based upon the speed of your work.
Proofreading	-After you have completed the test (and have indicated that fact to your teacher in the manner explained above), proofread and circle all typing errors and mark arrangement errors. You may not ask anyone to help you proofread because your proofreading skill will be evaluated in addition to the evaluation of the speed and accuracy of your typing. PHASES 3 and 4 ONLY: In addition to circling errors, you must also mark each error as "correctable" or "not correctable." If you mark "C," you will be indicating that you believe that the error could be neatly corrected. On the other hand, if you mark "NC," you will be indicating that the error is of such a type that it could not be neatly corrected and that the page of work would have to be done over to make it acceptable in a typical office.

Supplies

-You will be provided one sheet of paper for each part of the test. The back side of that sheet may be used if you find that you must start over, but no additional paper will be supplied. The test must be typed on the paper supplied by the teacher; no other will be accepted.

Scoring

-Grading standards have been established to evaluate your work on each test in three ways--speed of typing, accuracy of typing, and skill in proofreading. Three separate grades will be recorded for each terminal test you take. When you have completed the series of tests, the speed grades will be averaged, as will the accuracy and proofreading grades. These average grades will themselves be averaged as follows: speed--45%, accuracy--45%, proofreading, 10%. When combined, the result will be a letter grade that accurately reflects the degree to which you were able to meet the terminal performance objectives of the phase of the typing program you are in at this time.

Student's Name:____ Date:_____________________

Phase 1 of the Phased Typing Program
San Mateo Union High School District

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time	-40 minutes is the maximum time allowed for the typing.
Objective	-Type a one-page manuscript (200+words) with by-line, minor heading, and footnote.
Arranging the Manuscript	-When calculating machine adjustments and when typing the manuscript, keep the following points in mind: None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct ones, assume that the copy is to be "unbound." The paragraphs need to be indented the normal number of spaces. The title and by-line need to be centered. Proper spacing above the minor heading is needed: Be careful not to type the footnote too far up from the bottom of the page.
Reminder	-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 40 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

Phase 1

Title THE CORPORATE FORM OF BUSINESS ORGANIZATION

By-line Your own name

¶ In order to operate successfully, every business must have a form of organization. Before 1860 the most common forms of business organization were the partnership, owned by two or more individuals, and the proprietorship, in which one individual owned the entire concern. But a partnership or a proprietorship was generally unable to raise the huge sums needed to finance large-scale business. Few men had enough money to build a railroad or a steel mill. A form of business organization was needed in which the small savings of many investors could be combined to provide the necessary funds. The corporation, already well established by 1860 in the cotton-mill and railroad industries, proved ideal.

Minor Heading WHAT IS A CORPORATION?

¶ A corporation is an organization of persons formed with permission of the state and authorized to act as an individual, ordinarily, in carrying on a business enterprise.[1] Each owner's liability for loss is limited to the amount of money each invested in the stock issued by the corporation.

Footnote ¶ [1] Kennard E. Goodman and C. Lowell Harris, Economics, (Boston: Ginn and Company, 1963), p. 518.

TEACHER'S KEY: Post-Test on Manuscripts--Form A
Terminal Performance Objective 8.2.0

Phase 1

Strokes

THE CORPORATE FORM OF BUSINESS ORGANIZATION 44

By Student's Name 65

In order to operate successfully, every business must have a form 131
of organization. Before 1860 the most common forms of business organization 205
were the partnership, owned by two or more individuals, and the 274
proprietorship, in which one individual owned the entire concern. But 345
a partnership or a proprietorship was generally unable to raise the huge 418
sums needed to finance large-scale business. Few men had enough money 489
to build a railroad or a steel mill. A form of business organization 559
was needed in which the small savings of many investors could be combined 633
to provide the necessary funds. The corporation, already well established 703
by 1860 in the cotton-mill and railroad industries, proved ideal. 776

WHAT IS A CORPORATION? 799

A corporation is an organization of persons formed with permission 866
of the state and authorized to act as an individual, ordinarily, in 934
carrying on a business enterprise.[1] Each owner's liability for loss is 1005
limited to the amount of money each invested in the stock issued by the 1077
corporation. 1090

--- 1115

[1] Kennard E. Goodman and C. Lowell Harris, Economics, (Boston: 1190
Ginn and Company, 1963), p. 518. 1223

1223 ÷ 5 = Gross Words: 245

Student's Name:____________________________________ Date:____________________

Phase 1 of the Phased Typing Program
San Mateo Union High School District

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING

DIRECTIONS FOR THIS TEST--

Time	-40 minutes is the maximum time allowed for the typing.
Objective	-Type a short (75+ words) table centered vertically and horizontally on a standard sheet of typing paper.
Arranging the Table	-When calculating machine adjustments and when typing the table, keep the following points in mind: None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct ones, you should plan for side margins that are equal and for top and bottom margins that are equal. You should allow eight (8) spaces between the columns. Less than that has been used in the preparation of the test copy. The title should be "spread centered" as indicated on the test copy. Be sure to follow the additional handwritten directions on the test copy itself.
Reminder	-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 40 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.3.0
Post-Test on Tabluation--Form A

Phase 1

Title   SOME NONFICTION BEST SELLERS

Sub-title   Source: Publishers' Weekly 1964-1965 → Center

Column Heads   Center ← Title   ← Author   ← Publisher

Double Space

Title	Author	Publisher
My Shadow Ran Fast	Bill Sands	Prentice-Hall
The Kennedy Wit	Bill Adler, editor	Citadel Press
Is Paris Burning?	Larry Collings	Simon & Schuster
A Moveable Feast	Ernest Hemingway	Scribner's Sons
The Founding Father	Richard J. Whalen	World Publishing

↓

Center Vertically

TEACHER'S KEY: Post-Test on Tabulation--Form A
Terminal Performance Objective 8.3.0

Phase 1

			Strokes
SOME NONFICTION BEST SELLERS			56
Source: Publishers' Weekly 1964-1965			94
Title	Author	Publisher	140
My Shadow Ran Fast	Bill Sands	Prentice-Hall	184
The Kennedy Wit	Bill Adler, editor	Citadel Press	233
Is Paris Burning?	Larry Collings	Simon & Schuster	283
A Moveable Feast	Ernest Hemingway	Scribner's Sons	333
The Founding Father	Richard J. Whalen	World Publishing	388
		388 : 5 = Gross Words:	78

Student's Name:____ Date:______________________

Phase 1 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.4.0 Post-Test on Business Letter--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -20 minutes is the maximum time allowed for the typing.

Objective -Type an average length (100-200 words in the body) business letter in block style with mixed punctuation.

Arranging the Letter -When calculating machine adjustments and when typing the letter, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letter and each letter part, do so for an "average" length letter.

Check the classroom calendar for the current date.

Be sure to follow BLOCK style when arranging each letter part on the paper.

Be sure to use MIXED punctuation in the appropriate letter parts.

Include reference initials if it is appropriate to do so in a business letter. As an aid in deciding whether it is appropriate, pretend that you are working as a typist in the office of the man whose name appears on the signer's identification line of the letter. He has asked you to type this letter and to bring it to him for him to sign and mail.

Be sure to follow the additional handwritten directions on the test copy itself.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 20 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.4.0
Post-Test on Business Letters--Form A

Phase 1

Date, Inside Address	Current Date//Mr. Howard M. Langley/H & L Appliance Sales/ 961 Deep Valley Drive/San Bruno, CA. 94066//
Salutation	Dear Mr. Langley://
Body	¶ Is your present repair service helping you keep the customers you have gained during the recent rush of color television selling? If it is not, consider the precision, highly experienced service that we can provide. ¶ A great many people will be happy to learn that our large force of expert servicemen are on 24 hour call and prepared to do the job right the first time. Our work is guaranteed by the reputation that we have earned for quality service. ¶ Please give me a call soon so that I might drop by to explain our service to you in greater detail.
Complimentary Closing, Signer's Identification	Sincerely yours,//Thomas O. Powell/Service Manager//
Reference Initials	???

TEACHER'S KEY: Post-Test on Business Letters--Form A
Terminal Performance Objective 8.4.0

Phase 1

Strokes

Current Date 18

Mr. Howard M. Langley 40
H & L Appliance Sales 62
961 Deep Valley Drive 84
San Bruno, CA. 94066 107

Dear Mr. Langley: 125

Is your present repair service helping you keep the customers 187
you have gained during the recent rush of color television 246
selling? If it is not, consider the precision, highly experi- 309
enced service that we can provide. 344

A great many people will be happy to learn that our large force 408
of expert servicemen are on 24 hour call and prepared to do the 472
job right the first time. Our work is guaranteed by the reputa- 537
tion that we have earned for quality service. 583

Please give me a call soon so that I might drop by to explain 645
our service to you in greater detail. 683

Sincerely yours, 700

Thomas O. Powell 717
Service Manager 733

typ 736

736 ÷ 5 = Gross Words: 148

ADAPTED FROM: 20th Century Typewriting, 7th ed.,
South-Western Publishing Company

Student's Name: ____________________ Date: __________

Phase 1 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.5.0 Post-Test on Personal Business Letter with Envelope--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -20 minute is the maximum time allowed for the typing.

Objective -Type an average length personal business letter in block style with mixed punctuation and prepare a small envelope in which that letter could be mailed.

Arranging the Letter -When calculating machine adjustments and when typing the letter, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letter and each letter part, do so for an "average" length letter.

Be sure to follow BLOCK style when arranging each letter part on the paper.

Be sure to use MIXED punctuation in the appropriate letter parts.

Assume that you are typing this letter for yourself today and that you will sign it when it is finished and ready for mailing. Supply any essential heading information that this assumption makes necessary. Include reference initials if it is appropriate to do so when typing a letter for yourself.

Be sure to follow the additional handwritten directions on the test copy itself.

Envelope -Be sure you include all of the usual items on the envelope.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 20 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.5.0
Post-Test on Personal Business Letter
with Envelope--Form A

Phase 1

Essential Heading Information	??? ??? ???
Inside Address	Reservations Manager/Sheraton Hotel/Houston, Texas 77000//
Salutation	Dear Sir://
Body	¶Please reserve one two-bed room with bath for the week of August 16 through 23 for me and my friend. ¶My friend and I will be flying from San Francisco on Delta Airlines' Flight 293 and hope to arrive in the city by 6:00 p.m. on the evening of August 16. ¶If you have any materials describing special events occurring during the week of our stay, I would appreciate your sending them to me. ¶Please let me know the charge for the room and whether a deposit is required.
Complimentary Closing, Signer's Identification	Yours truly,//??
Reference Initials	???
Envelope	-Use the envelope size paper to prepare an envelope for this letter.

TEACHER'S KEY: Post-Test on Personal Business Letter with Envelope
Terminal Performance Objective 8.5.0

Phase I

Stroke

Student's Street Address)
City, State Zip Code) 48
Current Date 66

Reservation Manager 87
Sheraton Hotel 102
Houston, Texas 77000 125

Dear Sir: 135

Please reserve one two-bed room with bath for the 185
week of August 16 through 23 for me and my friend. 237

My friend and I will be flying from San Francisco on 290
Delta Airlines' Flight 293 and hope to arrive in the 343
city by 6:00 p.m. on the evening of August 16. 390

If you have any materials describing special events 442
occurring during the week of our stay, I would appreci- 498
ate your sending them to me. 527

Please let me know the charge for the room and whether 562
a deposit is required. 585

Yours truly, 598

Student's Name 615

Add Strokes from Envelope: 125

Total Strokes: 740

740 ÷ 5 = Gross Words: 148

Student's Name: ______________________________ Date: ________________

Phase 2 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.2.0 Post-Test on Manuscripts--Form A

First-- IF YOU HAVE NOT ALREADY DONE SO, READ THE GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time

-30 minutes is the maximum time allowed for the typing.

-Type a two-page manuscript (300+ words) that contains both long and short quotations, minor headings, and footnotes.

Arranging the Manuscript

-When calculating machine adjustments and when typing the manuscript, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you set the side margins, assume that the copy is to be "bound."

Use normal paragraphs indentions.

Be careful to properly position each of the manuscript elements (the title, the long quotation, the minor headings, the footnotes).

Be sure that you make the changes or corrections that are written on the rough draft test copy.

Reminder

-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 30 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

Phase 2

THE DICTIONARY

The dictionary is one of the most popular and most useful of all reference books. It should be one of the first work~~d~~s of reference with which we become acquainted, ~~are familiar~~, and the last one with which we should dispense. The successful ~~good~~ student acquires the dictionary habit very early in his school life. ~~career~~. The dictionary is equally important for the typist, for the secretary or for the stenographer in the business office. Williams and Ball emphasize this by making the following statement:

DISPLAY THIS LONG QUOTATION CORRECTLY

> A successful businessman told me recently that he had two secretaries, a good one and a poor one. The difference was that the good one used the dictionary freely; the poor one seemed to have an aversion to it.[1]

¶The popularity of the dictionary indicates ~~shows~~ that many people reconngize the importance of the dictionary as a reference source and iad; a recent survey indicated that the number of dictionaries in the United States is probably 2nd only to the number of Bibles. And they range from pocket size at 10 cents to mammoth ~~mannonth~~ unabridged at $175.

SPELL OUT

THE PURPOSE OF THE DICTIONARY →

Crabbe states that the chief purpose of the dictionary "is to give the pronunciation, spelling, synonyms, and meanings of words."[2] He

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SINGLE SPACE THE FOOTNOTES

1. Cecil B. Williams and John Ball, Effective Business Writing, New York: The Ronald Press Company, 1953), page 159.

¶2. Ernest Crabbe, et.al., General Business, 7th Edition, (Cincinnati: South-Western Publishing Co., 1956), Page 487.

indicates that the dictionary ~~conti~~ contains much other useful information for reference. ¶Being abie to use the dictionary efficiently means that a student or typist is much better prepared for many of his daily tasks than he would otherwise be. One word from the book itself sums it all up: essential.

TEACHER'S KEY: Post-Test on Manuscripts--Form A
Terminal Performnace Objective 8.2.0

Phase 2

Strokes

THE DICTIONARY 14

The dictionary is one of the most popular and most useful of all 79
reference books. It should be one of the first works of reference with 151
which we become acquainted, and the last one with which we should dis- 222
pense. The successful student acquires the dictionary habit early in his 296
school life. The dictionary is equally important for the typist, for the 370
stenographer, or for the secretary in the business office. Williams and 443
Ball emphasize this fact by making the following statement: 503

> A successful businessman told me recently that he had two 561
> secretaries, a good one and a poor one. The difference was 621
> that the good one used the dictionary freely; the poor one 680
> seemed to have an aversion to it.[1] 715

The popularity of the dictionary indicates that most persons recog- 783
nize the importance of the dictionary as a valuable reference source and 856
aid. A recent survey indicated that the number of dictionaries in the 927
United States is probably second only to the number of Bibles. And they 1000
range from pocket size at ten cents to mammoth unabridged at $175. 1067

THE PURPOSE OF THE DICTIONARY 1112

Crabbe states that the chief purpose of the dictionary "is to give 1179
the spelling, pronunciation, synonyms, and meanings of words."[2] He 1247
1272

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[1] Cecil B. Williams and John Ball, *Effective Business Writing*, 1364
(New York: The Ronald Press Company, 1953), page 159. 1419

[2] Ernest Crabbe, *et al.*, *General Business*, Seventh Edition, 1503
(Cincinnati: South-Western Publishing Co., 1956), page 487. 1564

TEACHER'S KEY: Post-Test on Manuscripts--Form A (continued)

Phase 2

Strokes

Page 2 7

indicates that the dictionary contains much other useful information for 80
reference. 91

Being able to use the dictionary efficiently means that a student or 160
typist is much better prepared for many of his daily tasks than he would 233
otherwise be. One word from the book itself sums it all up: essential. 306

Add Strokes from Page 1: 1564
Total Strokes: 1870
1870 ÷ 5 = Gross Words: 374

ADAPTED FROM: 20th Century Typewriting, 7th ed.,
South-Western Publishing Company

Student's Name:______________________________ Date:________________

Phase 2 of the Phased Typing Program
San Mateo Union High School District

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time	-25 minutes is the maximum time allowed for the typing.
Objective	-Type a four column (120+ words) table centered vertically and horizontally in open style on a standard sheet of typing paper.
Arranging the Table	-When calculating machine adjustments and when typing the table, keep the following points in mind: None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct ones, you should plan for side margins that are equal and for top and bottom margins that are equal. You should allow six (6) spaces between the columns. Less than that has been used in the preparation of the test copy. The title and sub-title should be centered above the table. The column headings should be centered above their columns. Be sure to follow the additional handwritten directions on the test copy itself.
Reminder	-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 25 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

Phase 2

DATES AND ORDER OF ADMISSION OF STATES

Selected States 1787-1959

DOUBLE SPACE THE COLUMNS AS SHOWN

State	Source of State Lands	Date Admitted	Order
Alaska	Purchased from Russia	January 3, 1959	49
Arizona	Ceded by Mexico	February 14, 1912	48
California	Ceded by Mexico	September 9, 1850	31
Delaware	Swedish charter	December 7, 1787	1
Hawaii	Annexed	August 21, 1959	50
Illinois	Northwest Territory	December 3, 1818	21
Iowa	Louisiana Purchase	December 28, 1846	29
Massachusetts	Charter to Mass. Bay Co.	February 6, 1788	6
New Jersey	Dutch settlement	December 13, 1787	3
North Carolina	Charter from Charles II	November 21, 1789	12

TEACHER'S KEY: Post-Test on Tabulation--Form A
Terminal Performance Objective 8.3.0

Phase 2

				Strokes
	DATES AND ORDER OF ADMISSION OF STATES			39
	Selected States 1787-1959			65
State	Source of State Lands	Date Admitted	Order	161
Alaska	Purchased from Russia	January 3, 1959	49	209
Arizona	Ceded by Mexico	February 14, 1912	48	254
California	Ceded by Mexico	September 9, 1850	31	302
Delaware	Swedish charter	December 7, 1787	1	346
Hawaii	Annexed	August 21, 1959	50	380
Illinois	Northwest Territory	December 3, 1818	21	429
Iowa	Louisiana Purchase	December 28, 1846	29	474
Massachusetts	Charter to Mass. Bay Co.	February 6, 1788	6	532
New Jersey	Dutch settlement	December 13, 1787	3	580
North Carolina	Charter from Charles II	November 21, 1789	12	639

639 ÷ 5 = Gross Words: 128

Student's Name: ______________________ Date: ______________

Phase 2 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.4.0 Post-Test on Business and Personal Business Letters with Envelopes--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE (GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -25 minutes is the maximum time allowed for the typing.

Objective -Type both short and average length business and personal business letters in two of the three most common styles (block and semi-block) with mixed punctuation. Prepare a large envelope for the personal business letter only.

Arranging the Letters -When calculating machine adjustments and when typing the letters, keep the following points in mind:

BOTH PARTS--
None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letters and each letter part, be guided by the length of each letter as indicated above.

Check the classroom calendar for the current date.

Be sure to use MIXED punctuation in the appropriate letter parts.

Be sure to follow the additional handwritten directions on the test copy itself.

PART 1--
Assume that you are interested in attending the University of California at Santa Cruz in the future and have composed the letter in this part. Supply all essential heading and closing information for the letter. Type the heading information so that the longest line ends even with the average line ending in the body. Use BLOCK style in this letter.

PART 2--
Assume now that the Director of Admissions at UCSC has prepared an answer to your letter. Pretend in this case that you are employed as a clerk-typist in his office and that you have been asked to type the letter to Mr. Student. Supply any essential parts that will make the letter complete. Use SEMI-BLOCK style in this letter.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 25 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.4.0
Post-Test on Business and Personal Business
Letters with Envelopes--Form A

Phase 2

Part 1

???//Office of Admissions/Central Services Building/University of California/Santa Cruz, CA. 95060//Gentlemen://I am a sophomore at Marina High School. It is my hope to qualify for admission to Santa Cruz and to major in Economics. ¶ I am taking the regular college preparatory program of our school, but I plan to include some business education courses. Are their any special subjects that I must take in high school in order to meet the entrance requirements of the University? ¶ Any information that you can give me will be very much appreciated.// Sincerely yours,//?//?

Address envelope before starting Part 2.

Part 2

???//Mr. John A. Student/900 Hamilton Avenue/San Mateo, CA. 94002// Dear Mr. Student://I am glad to learn of your interest in UCSC. I shall try to answer the questions you asked in your letter. ¶ You must be a high school graduate with at least a "B" average in all academic subjects to qualify for admission to UCSC. You must also have completed the following program: 1 year of American history; 1 year of laboratory science taken in either your junior or senior year; 2 years of foreign language; 2 years of mathematics; 3 years of English; and 1 additional year of science, language, or mathematics. ¶ I would also recommend that you take at least one year of typewriting and an economics course. You will find both courses to be valuable additions to your program of studies. ¶ I look forward to meeting you here on the Santa Cruz campus.//Sincerely yours,// J. O. Block/Admissions Officer//?

TEACHER'S KEY: Post-Test on Business and Personal Business Letters with Envelopes--Form A
Terminal Performance Objective 8.4.0

Phase 2

Part 1

	Strokes
Student's Street Address City, State Zip Code	48
Current Date	66
Office of Admissions	87
Central Services Building	113
University of California	138
Santa Cruz, CA. 95060	162
Gentlemen:	173
I am a sophomore at Marina High School. It is my	223
hope to qualify for admission to Santa Cruz and to	274
major in Economics.	294
I am taking the regular college preparatory program	346
of our school, but I plan to include some business	397
education courses. Are their any special subjects	448
that I must take in high school in order to meet the	501
entrance requirements of the University?	542
Any information that you can give me will be very	592
much appreciated.	610
Sincerely yours,	627
Student's Name	640

ADAPTED FROM: 20th Century Typewriting, 9th ed.,
South-Western Publishing Company

TEACHER'S KEY: Post-Test on Business and Personal Business Letters with Envelopes--Form A (continued)

Phase 2

Part 2

Strokes

Current Date 18

Mr. John A. Student 38
900 Hamilton Avenue 58
San Mateo, CA. 94002 81

Dear Mr. Student: 99

I am glad to learn of your interest in UCSC. I shall try 157
to answer the questions you asked in your letter. 207

You must be a high school graduate with at least a "B" 262
average in all academic subjects to qualify for admission to 323
UCSC. You must also have completed the following program: 382
1 year of American history; 1 year of laboratory science taken 445
in either your junior or senior year; 2 years of foreign language; 507
2 years of mathematics; 3 years of English; and 1 564
additional year of science, language, or mathematics. 618

I would also recommend that you take at least one year of 676
typewriting and an economics course. You will find both courses 741
to be valuable additions to your program of studies. 793

I look forward to meeting you here on the Santa Cruz campus. 851
856

Sincerely yours, 873

J. O. Block 885
Admissions Officer 904

typ 907

Add Strokes from Personal Business Letter: 644

Envelope: 162

Total Strokes: 1713

1709 ÷ 5 = Gross Words: 343

ADAPTED FROM: 20th Century Typewriting. 9th ed., South-Western Publishing Company

Student's Name:______________________________ Date:____________________

Phase 3 of the Phased Typing Program
San Mateo Union High School District

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -30 minutes is the maximum time allowed for the typing.

Objective -Type a two-page manuscript (500+ words) that contains a sub-title, both long and short quotations, enumerated paragraphs, minor headings, and footnotes.

Arranging the Manuscript -When caluclating machine adjustments and when typing the manuscript, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you set the side margins, assume that the copy is to be "unbound."

Be careful to properly position each of the manuscript elements (the title, the sub-title, the long enumerated quotation, the minor headings, and the footnotes).

Be sure to make all of the changes and corrections noted in the rough draft copy as you type.

When properly typed, the first page does not end at the same point as the test copy. Therefore, you must watch for the proper place to end the first page. Remember to number the second page.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 30 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

Phase 3

J. C. PENNEY COMPANY ANNUAL REPORT 1967

Review of Operations

¶ There has been a remarkable change at Penney's since 196 when we opened our first full-line store. The change has featured a major expansion program, hundreds of new products and services, and millions of new customers.

DOUBLE SPACE

¶ To achieve our ~~goals~~ objectives in major metropolitan markets across the nation, we continue to stress quality, value and courteous service, and we are planning our new stores and merchandise to appeal to the fashion-conscious ~~consumer.~~ customer. We are aware that the youthful look is ~~very~~ popular today with all age groups. We are able to attract new customers of all ages by appealing to youth,

Highlights of Our Progress in 1967

¶ In all phases of the store's operations we have something new and exciting ~~things~~ to report. Here are some highlights[1] of our continued progress in 1967:

DISPLAY THIS ENUMERATED LONG QUOTATION IN THE PROPER MANNER

Reverse these

1. Appliances. Penney's continued to expand and refine its lines of small and large appliances in 1967.
2. Auto Centers. Penney's automotive centers are a fast-growing part of our business. Since 1963 we have opened 147 auto centers. In 1968, we expect to open about 50 more.
3. Electronics. In 1967, ~~we~~ Penney's introduced the Penncrest 14-inch color television set.
4. Fashion. In almost all types of clothing, the trend is toward a total look. Thus, we offer a complete fashion line of clothing, accessories, and specialized services.

---

[1] J. C. Penney Company, Inc., *J. C. Penney Company Annual Report 1967*, (New York, New York), p. 7 ff.

5. The Inn Shop. Near the end of 1967 ~~the year~~ we opened our first Inn Shop. This self-contained shop features young men's apparel, furnishings, and accessories primarily for the 15- to 25-year-old group. The Inn Shops will supplement our regular men's departments.

7~~6~~. Catalog Business. We find that our customers use the catalog as a shopping guide, a convenient way to review merchandise before visiting a Penney store. ~~This should increase our income in the year ahead.~~

6. Shop at Home. Ever since Penney's began offering custom home-decorating services five years ago, the demand has grown steadily among our customers.

Financial Review

¶ Penney's sales rose 7.7% to a new high of $2.75 billion ~~million~~ in fiscal 1967 from $2.55 billion in 1966. Net income increased to almost $90 million, or $3.59 a share, from $79 million, or $3.17 a share, 1966.

¶ "Last year was a good one for Penney's," according to President Jordan and Chairman Batten. "Despite consumer caution ~~concern~~ about spending, [the] Company was able to achieve ~~gain~~ a substantial increase in profits ~~income~~."[2]

---

[2] Ibid., p. 3.

TEACHER'S KEY: Post-Test on Manuscripts--Form A
Terminal Performance Objective 8.2.0

Phase 3

Strokes

J. C. PENNEY COMPANY ANNUAL REPORT 1967 40

Review of Operations 61

There has been a remarkable change at Penney's since 1963, when we 128
opened our first full-line store. The change has featured a major expansion 202
program, hundreds of new products and services, and millions of new 275
customers. 286

To achieve our objectives in major metropolitan markets across the 353
nation, we continue to stress quality, value and courteous service, and 425
we are planning our new stores and merchandise to appeal to the fashion-conscious 498
customer. We are aware that the youthful look is popular today 572
with all age groups. By appealing to youth, we are able to attract new 644
customers of all ages. 667

Highlights of Our Progress in 1967 719

In all phases of the store's operations we have something new and 785
exciting to report. Here are some highlights[1] of our continued progress 858
in 1967: 867

1. Auto Centers. Penney's automotive centers are a fast-growing 939
   part of our business. Since 1963 we have opened 996
   147 auto centers. In 1968, we expect to open about 50 1051
   more. 1057

2. Appliances. Penney's continued to expand and refine its 1129
   lines of small and large appliances in 1967. 1174

--- 1199

[1] J. C. Penney Company, Inc., J. C. Penney Company Annual Report 1302
1967, (New York, New York), p. 7 ff. 1345

Strokes

Page 2 7

3. Electronics. In 1967, Penney's introduced the Penncrest 80
14-inch color television set. 110

4. Fashion. In almost all types of clothing, the trend is 178
toward a total look. Thus, we offer a complete fashion 234
line of clothing, accessories, and specialized services. 291

5. The Inn Shop. Near the end of 1967 we opened our first 364
Inn Shop. This self-contained shop features young men's 421
apparel, furnishings, and accessories primarily for the 477
15- to 25-year-old group. The Inn Shops will supplement 534
our regular men's departments. 565

6. Shop at Home. Ever since Penney's began offering custom 639
home-decorating services five years ago, the demand has 695
grown steadily among our customers. 731

7. Catalog Business. We find that our customers use the cata- 812
log as a shopping guide, a convenient way to review mer- 869
chandise before visiting a Penney store. 910

Financial Review 935

Penney's sales rose 7.7% to a new high of $2.75 billion in fiscal 1001
1967 from $2.55 billion in 1966. Net income increased to almost $90 1070
million, or $3.59 a share, from $79 million, or $3.17 a share, 1966. 1139

"Last year was a good one for Penney's," according to President 1203
Jordan and Chairman Batten. "Despite consumer caution about spending, 1274
[the] Company was able to achieve a substantial increase in profits."[2] 1349

--- 1374

[2] Ibid., p. 3. 1391

Add Strokes from Page 1: 1345
Total Strokes: 2736
2736 ÷ 5 = Gross Words: 547

Student's Name:______________________________ Date:__________________

Phase 3 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.3.0 Post-Test on Tabulation--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time	-30 minutes is the maximum time allowed for the typing.
Objective	-Type two tables (235+ words) with one table centered in open style on standard size paper and one centered in boxed style on standard size paper inserted sideways in the machine.

Arranging the Tables -When calculating machine adjustments and when typing the tables, keep the following points in mind:

BOTH PARTS--
None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct ones, you should plan for side margins that are equal and for top and bottom margins that are equal.

The title, sub-title, and column headings should all be properly displayed for attractive and neat appearance.

Be sure to follow the additional handwritten directions on the rough draft test copy itself.

PART 1--
Type this three column table in OPEN style on standard size paper inserted the usual way. Allow a reasonable amount of space between columns.

PART 2--
Type this four column table in BOXED style on standard size paper inserted SIDEWAYS in your machine. Allow 12 spaces between columns. IMPORTANT NOTE: DO NOT TAKE TIME TO DRAW THE VERTICAL RULES BEFORE SIGNALING YOUR TEACHER THAT YOU HAVE COMPLETED THE TEST. PUT IN THE HORIZONTAL RULES AS YOU TYPE, BUT DO THE VERTICAL RULING DURING YOUR PROOFREADING TIME.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 30 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

Phase 3

PART 1

WILDERNESS AND WILD AREAS LOCATED IN THE
STATE OF CALIFORNIA

Center this 2 line title

Single space columns and group in threes.

Name	Location (National Forest)	Gross Area (Acres)
Agua Tibia	Lassen	26,225
Caribou Peak	Cleveland	16,403
Cucamonga	San Bernardino	5,000
Desolation Valley	Eldorado	40,700
Emigrant Basin	Stanislaus	87,020
High Sierra	Inyo and Sierra	393,899
Salmon-Trinity Alps	Klamath, Shasta, Trinity	220,999
San Gorgonio	San Bernardino	27,178
San Rafael	Los Padres	74,160

Reverse

Reverse these two columns.

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

Phase 3

PART 2

OVERTIME FOR WEEK OF APRIL 23

Sylvania Electronic Products, Inc. - Mountain View ~~Office~~ Branch

Display these lines in the usual way

Double Space

Name	Hours	Hourly Rate	Total
Atkins, Helen	10	$1.25	$ 12.50
Banachowski, Genevieve	3	2.10	6.30
Barton, Thomas	7	1.63	11.41
Bartson, Andrew	12	1.84	22.08
Cron, John	2	~~2.20~~ 2.16	~~4.40~~ 4.32
Latin, Ronald	8	1.66	~~13.28~~ 10.40
McCandless, Marjorie	2	1.30	~~2.60~~ 3.32
Nameth, James	1 1/2	2.00	3.00
Proft, David	10	~~1.45~~ 1.50	~~14.50~~ 15.00
Schmidt, Martin	9	~~1.10~~ 1.00	~~9.90~~ 9.00
Will, Marguerite	4	3.01	12.04
TOTAL	68 1/2		$ ~~112.01~~ 109.37

TEACHER'S KEY: Post-Test on Tabulation--Form A
Terminal Performance Objective 8.3.0

Phase 3

PART I

			Strokes
WILDERNESS AND WILD AREAS LOCATED IN THE			41
STATE OF CALIFORNIA			61
	Gross Areas	Location	103
Name	(Acres)	(National Forest)	165
Agua Tibia	26,225	Cleveland	193
Caribou Peak	16,403	Lassen	220
Cucamonga	5,000	San Bernardino	251
Desolation Valley	40,700	Eldorado	285
Emigrant Basin	87,020	Stanislaus	318
High Sierra	393,899	Inyo and Sierra	354
Salmon-Trinity Alps	220,999	Klamath, Shasta, Trinity	407
San Gorgonio	27,178	San Bernardino	442
San Rafael	74,160	Los Padres	471

TEACHER'S KEY: Post-Test on Tabulation--Form A (continued)

Phase 3

PART 2

OVERTIME INFORMATION FOR WEEK OF APRIL 23

Sylvania Electronic Products, Inc. - Mountain View Branch

Name	Hours	Hourly Rate	Total
Atkins, Helen	10	$1.25	$ 12.50
Banachowski, Genevieve	3	2.10	6.30
Barton, Thomas	7	1.63	11.41
Bartson, Andrew	12	1.84	22.08
Cron, John	2	2.16	4.32
Latin, Ronald	8	1.30	10.40
McCandless, Marjorie	2	1.66	3.32
Nameth, James	1½	2.00	3.00
Proft, David	10	1.50	15.00
Schmidt, Martin	9	1.00	9.00
Will, Marguerite	4	3.01	12.04
TOTAL	68½		$109.37

Strokes

42

100
181

209
290

320

355

383

413

436

463

496

523

550

578

620

638
719

Add Strokes from Table 1: 471

Total Strokes: 1190

1190 ÷ 5 = Gross Words: 238

Student's Name:________________________________ Date:________________

Phase 3 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.4.0 Post-Test on Business Letters with Envelopes--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time	-20 minutes is the maximum time allowed for the typing.
Objective	-Type average length business letters containing the most commonly used letter elements in two of the three most common styles (full block and semi-block). Use mixed punctuation in one letter; open punctuation in the other. Prepare large envelopes (with pre-printed return addresses) for both letters.
Arranging the Letters	-When calculating machine adjustments and when typing the letters and envelopes, keep the following points in mind: BOTH PARTS-- None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letters and letter parts, remember that both letters are average length. Be sure to make all of the changes noted in the rough draft copy as you type. PART 1-- Use SEMI-BLOCK style with MIXED punctuation for this letter. Supply the current date and an appropriate salutation. You may delay typing the envelope for this letter until after you have completed Part 2. PART 2-- Use FULL BLOCK style with OPEN punctuation for this letter. Supply the current date and an appropriate salutation. Also supply any other letter element that is essential to make this letter complete. Address an envelope for this letter and for the letter in Part 1 of this test.
Reminder	-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 20 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.4.0
Post-Test on Business Letters with Envelopes--Form A

Phase 3

PART 1

Address this letter to: Mr. Ormond Jason; Jason & Robards, Inc.; 3498 Walnut Street; Burlingame, CA. 94010. Include a Subject line: Progress at 444 Montgomery.

¶ Your inquiry regarding ~~letter asking about~~ the progress being made on our new building is a difficult one to answer at the moment. ~~this time.~~ The contractors would have been able to meet their deadlines if it had not been for the delays in the delivery of cement, Even at this late date we have not yet received all the cement needed for the complet~~d~~ion of 444 Montgomery.

¶ I can tell you that present plans call for maximum rental rates of $1 per square foot of office space. You will find this rate to compare very favorably with rental charges in other buildings in the area, particularly when you consider the choice location of 444 Montgomery.

¶ We shall inform you as soon as possible as to when our building will be ready for occupancy. ~~you.~~ Please let us be of service to you.

Sign this letter: Very truly yours, William O'Toole, Rental Manager

as a result of the recent industry-wide cement workers strike.

PART 2

Address this letter to: Western Power Corporation; 75 Hammond Road; Millbrae, California 94030. Bring the letter to the attention of Paul S. Hawthorne.

¶Although we have made every possible effort to find ~~locate~~ the missing ~~lost~~ contracts, we have not been successful in locating them or in uncovering any information ~~facts~~ as to their where abouts. ¶We have questioned all of the people on the enclosed list regarding ~~with regard to~~ the missing contracts. If you ~~can~~ think of ~~any~~ persons we should have contacted, please write or call us immediately. ¶Our San Francisco attorneys--Baker, Barker, and Becker--have been notified to investigate this matter further. ~~the problem in detail.~~ They ~~He~~ will be contacting you within the next few days. Any help ~~assistance~~ you can give them ~~him~~ in quickly disposing of this matter will be appreciated. ~~a great deal.~~

Sign this letter: Yours very truly, Penn/Shaw Associates, Robert J. Inman, Vice-President

Display this company signature line properly.

TEACHER'S KEY: Post-Test on Business Letters with Envelopes--Form A
Terminal Performance Objective 8.4.0

Phase 3

PART 1

Strokes

Current Date 18

Mr. Ormond Jason 35
Jason & Robards, Inc. 57
3498 Walnut Street 76
Burlingame, CA. 94010 100

Dear Mr. Jason: 116

Subject: Progress at 444 Montgomery 153

Your inquiry regarding the progress being made on our new 211
building is a difficult one to answer at the moment. The con- 274
tractors would have been able to meet their deadlines if it had 338
not been for the delays in the delivery of cement as a result 400
of the recent industry-wide cement workers strike. Even at 460
this late date we have not received all the cement needed for 522
the completion of 444 Montgomery. 556

I can tell you that present plans call for maximum rental 614
rates of $1 per square foot of office space. You will find 674
this rate to compare very favorably with rental charges in other 739
buildings in the area, particularly when you consider the choice 804
location of 444 Montgomery. 832

We shall inform you as soon as possible as to when our 887
building will be ready for occupancy. Please let us be of 946
service to you. 962

Very truly yours, 980

William O'Toole 996
Rental Manager 1011

typ 1015

ADAPTED FROM: Typing Employment Tests,
Prentice-Hall, Inc., 1958

TEACHER'S KEY: Post-Test on Business Letters with Envelopes--Form A (continued)

Phase 3

PART 2

	Strokes
Current Date	18
Western Power Corporation	44
75 Hammond Road	60
Millbrae, California 94030	88
Attention: Paul S. Hawthorne	118
Gentlemen	128
Although we have made every possible effort to find the missing	192
contracts, we have not been successful in locating them or in	254
uncovering any information as to their whereabouts.	306
We have questioned all of the people on the enclosed list re-	368
garding the missing contracts. If you think of persons we should	434
have contacted, please write or call us immediately.	487
Our San Francisco attorneys--Baker, Barker, and Becker--have	548
been notified to investigate this matter further. They will	609
be contacting you within the next few days. Any help you can	671
give them in quickly disposing of this matter will be appre-	732
ciated.	740
Yours very truly	757
PENN/SHAW ASSOCIATES	782
Robert J. Inman	798
Vice-President	813
typ	814
enclosure	827
Add Strokes from Letter 1:	1015
Envelopes:	182
Total Strokes:	2024
2024 ÷ 5 = Gross Words:	405

ADAPTED FROM: Typing Employment Tests,
Prentice-Hall, Inc., 1958

Student's Name:________________________________ Date:__________________

Phase 4 of the Phased Typing Program
San Mateo Union High School District

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time

-35 minutes is the maximum time allowed for the typing.

-Type a three-page manuscript (700+ words) that contains a sub-title, both long and short quotations, a short in-the-body table, minor headings, and footnotes.

Arranging the Manuscript

-When calculating machine adjustments and when typing the manuscript, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you set the side margins, assume that the copy is to be "bound."

Be careful to properly position each of the manuscript elements (the title, the sub-title, the long quotation, the footnotes, the table, and the minor headings).

Be sure to make all of the changes and corrections noted in the rough draft copy as you type.

When properly typed, the first page does not end at the same point as the test copy. Therefore, you must watch for the proper place to end not only the first page but the second page as well. Remember to number the pages.

If you use the mathematical method of centering a table, you can easily calculate the tab settings for the table during the preparation time.

Reminder

-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 35 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.2.0
Post-Test on Manuscripts--Form A

Phase 4

GENERAL MOTORS CORPORATION ANNUAL REPORT 1967

Review of Operations

Generla Motors' operating ~~x~~results for 1967 were influenced by a slowing in the upward movement of ~~x~~the economy caused by a decline ~~decliien~~ in the rate of business inventory accumulation, and by consumer ~~customer~~ concern over a ~~nte~~ possible tax incre se and the international ~~foreign~~ situation. This uneasiness was particularly evident in the early months of the year ~~1967~~ and resulted in an increased rate of personal savings and a decline in the demand for ~~ahhex~~ automobiles. Demand for cars and trucks ~~bvmzoid~~ imporved as the year progressed, however, and GM's unit and dollar sales were the second best in the Corporation's history. Profits in 1967 were lower than in 1966 ~~1964~~ as a result of the the lower unit volume and increases in material and labor costs. The full impacct of payroll cost increases resulting from the new labor contract and price increases for some materials, such as tires, steel, and non-ferrous metals, which became effective in the fourth ~~4th~~ quarter of 1967, will not be felt until 1968.

Reflecting upon GM's 1967 operations here in the United States and abroad, President Edward N. Cole writes:

> While the year 1967 presented many problems, on balance it was one of progress for General Motors. Following the sharp decline in car sales in the first quarter, demand for cars and trucks increased as the year advanced. Worldwide unit sales of 6,271,000 units ~~zdkgh~~ in 1967 were the third highest in our history and 7% below the previous year.[1]

DON'T FORGET TO LEAVE SPACE ON THE PAGE FOR FOOTNOTE

Passenger Car Sales

Double Space →

GM's regular and intermediate size automobiles held their own against strong competitive pressures. Moreover, the Corporation's offerings in those segments of the car market where demand has grown most rapidly in recent years ~~months~~--the personal car and luxury car fields--enabled GM to imporve its penetration of the domestic passenger car market in 1967. General Motors is represented in the personal car field by the Camaro, Corvair, Firebird, Toronado, Riviera, and Eldorado. These cars are distinctive and appeal to car buyers ~~nb~~ who seek personal transportation with a sports car flair. With its Cadillac, Buick Electra 225, and Oldsmobile Ninety-Eight, General Motors continues in a strong ~~asdfghjkl;~~ competitive position in the growing luxury car field.

---

[1] General Motors Corporation, General Motors Corporation Annual Report 1967, 59th Annual, (Detroit, Michigan), p. 6.

OMIT

~~asdfghjkl;~~
~~In 1967 GM's worldwide factory sales of cars and trucks totaled 6,271,000 vehicles, 7% below 1966. Factory sales of GM cars and trucks produced in the United States totaled 4, 798,000 units, compared with 5,195,000 units in 1966, a ~~tpb~~ decrease of 8%. Industry factory sales of cars and trucks produced in the United States in 1967 totaled 8,976,000, compared with 10,329,000 in 1966, a decrease of 13%. This decrease reflected a major strike against a competitor and minor work stoppages during 1967.~~

OMIT

GM Operations Abroad ← Insert this minor heading

¶ Sales by General Motors operations outside of the United States in 1967 were $2,781 million, a decrease of 3% from the record year 1966. This level was attained despite sharp declines in the demand for ~~cars~~ automobiles in a number of countries, particularly Germany and ~~the~~ Scandinavian countries. ¶ Factory sales of 1,087,000 vehicles produced overseas, together with export~~s~~ shipments of 92,000 North American-type behicles, totalled 1,179,000 units in 1967, compared with 1,267,000 units in 1966. The penetration into the overseas market of GM's foreign-made cars are shown in Table 1 below.

Typist Note: If table doesn't fit on same page as this sentence, change "below" to "on the following page."

Table 1

Center ← OVERSEAS CAR AND TRUCK SALES

Country	Vehicle	Percentage of Market → Center
Germany	Opel	20.3%
United Kingdom	Vauxhall	
Australia	Holden Torana	34.4% 10.2%

Allow about 6 spaces between columns

View of the Future

Chairman James M. Roche recently stated that, "We are optimistic about the future for our company and the industry. There is a basic and growing need for our products."[3]

---

[3] *Ibid.*, p. 8.

TEACHER'S KEY: Post-Test on Manuscripts--Form A
Terminal Performance Objective

Phase 4

Strokes

GENERAL MOTORS CORPORATION ANNUAL REPORT 1967 46

Review of Operations 67

General Motors' operating results for 1967 were influenced by a 131
slowing in the upward movement of the economy caused by a decline in the 204
rate of business inventory accumulation, and by consumer concern over a 276
possible tax increase and the international situation. This uneasiness 348
was particularly evident in the early months of the year and resulted in 421
an increased rate of personal savings and a decline in the demand for 491
automobiles. Demand for cars and trucks improved as the year progressed, 565
however, and GM's unit and dollar sales were the third best in the Corpo- 639
ration's history. Profits in 1967 were lower than in 1966 as a result of 713
the lower unit volume and increases in material and labor costs. The full 788
impact of payroll cost increases resulting from the new labor contract and 863
price increases for some materials, such as steel, tires, and non-ferrous 937
metals, which became effective in the fourth quarter of 1967, will not be 1011
felt until 1968. 1028

Reflecting upon GM's 1967 operations here in the United States and 1095
abroad, President Edward N. Cole states: 1136

> While the year 1967 presented many problems, on balance 1192
> it was one of progress for General Motors. Following the 1250
> sharp decline in car sales in the first quarter, demand for 1310
> cars and trucks increased as the year advanced. Worldwide 1369
> unit sales of 6,271,000 units in 1967 were the third highest 1430
> in our history and 7% below the previous year.[1] 1478

1503

[1] General Motors Corporation, General Motors Corporation Annual 1603
Report 1967, 59th Annual, (Detroit, Michigan), p. 6. 1668

Strokes

Page 2 7

Passenger Car Sales 37

GM's regular and intermediate size cars held their own against strong 107
competitive pressures. Moreover, the Corporation's offerings in those 178
segments of the car market where demand has grown most rapidly in recent 251
years--the personal car and luxury car fields--enabled GM to improve its 324
penetration of the domestic passenger car market in 1967. General Motors 398
is represented in the personal car field by the Camaro, Corvair, Firebird, 472
Toronado, Riviera, and Eldorado. These cars are distinctive and appeal 545
to car buyers who seek personal transportation with a sports car flair. 617
With its Cadillac, Buick Electra 225, and Oldsmobile Ninety-Eight, General 692
Motors continues in a strong competitive position in the growing luxury 764
car field. 775

GM Operations Abroad 806

Sales by General Motors operations outside of the United States in 873
1967 were $2,781 million, a decrease of 3% from the record year 1966. 943
This high level was attained despite sharp declines in the demand for auto- 1019
mobiles in a number of countries, particularly Germany and Scandinavian 1091
countries. 1103

Factory sales of 1,087,000 vehicles produced overseas, together with 1171
export shipments of 92,000 North American-type vehicles, totaled 1,179,000 1246
units in 1967, compared with 1,267,000 units in 1966. The penetration 1317
into the overseas market of GM's foreign-made cars are shown in Table 1 1390
on the following page. 1413

Strokes

Page 3 7

Table 1 23

OVERSEAS CAR AND TRUCK SALES[2] 53

Country	Vehicle	Percentage of Market	Strokes
			81 127
Germany	Opel	20.3%	146
United Kingdom	Vauxhall	13.1%	176
Australia	Holden	34.4%	199
	Torana	10.2%	212

View of the Future 240

Chairman James M. Roche recently stated that, "We are optimistic 305
about the future for our company and the industry. There is a basic and 378
growing need for our products."[3] 411

--- 436

[2] *Ibid.*, p. 13 ff. 457

[3] *Ibid.*, p. 8. 474

Add strokes from Page 1: 1668
Page 2: 1413

Total Strokes: 3555

3555 ÷ 5 = Gross Words: 711

Student's Name:______________________________ Date:________________

Phase 4 of the Phased Typing Program
San Mateo Union High School District

Terminal Performance Objective 8.3.0
Post-Test on Tabulation--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time -25 minutes is the maximum time allowed for the typing.

Objective -Type a six column (255+ words) table centered vertically and horizontally in ruled style on 8½ x 11 paper inserted sideways in the machine.

Arranging the Table -When calculating machine adjustments and when typing the table, keep the following points in mind:

The test copy was typed on large paper and photographically reduced in size to fit standard paper. For that reason it was possible to fit nine columns on the paper.

You must include in your copy of the table the following columns only--Occupational Classification, Aragon, Burlingame, Capuchino, Crestmoor, and District.

Your six column table will fit on 11 inch paper if you allow three (3) spaces between columns.

The test copy is typed in open style. You are to make the necessary changes to adapt it to RULED style.

Be sure to follow any additional directions written on the test copy itself.

Reminder -WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 25 MINUTE TEST PERIOD BEGINS.

Part 1

SAN MATEO UNION HIGH SCHOOL DISTRICT*

Class of 1966 Graduates Employed Full Time**
(Based on total percentage of graduates responding in June, 1967)

Occupational Classification	Aragon	Burlingame	Capuchino	Crestmoor	Hillsdale	Mills	San Mateo	District
Professional, technical, and kindred workers	0	0	0	0	0	3	1	1
Farmers and farm managers	0	0	0	0	0	0	0	0
Managers, officials, and proprietors, except farming	2	0	0	2	2	0	3	1
Clerical and kindred workers	45	40	46	50	46	47	47	46
Sales workers	4	14	8	9	6	11	6	8
Craftsmen, foremen, and kindred workers	10	7	6	4	1	3	3	4
Operatives and kindred workers	4	12	15	6	20	5	18	12
Private household workers	0	0	0	0	1	0	0	0
Service workers	8	16	2	4	7	5	4	6
Farm labor and foremen	0	0	0	0	0	0	0	0
Laborers except farm and mine	0	2	0	0	0	0	1	1
Occupations not reported	27	9	23	25	17	26	17	21
TOTAL PERCENTAGE	100	100	100	100	100	100	100	100

---

*Data selected from the follow-up study on the Class of 1966 conducted by District Know and Care Center

**Occupations classified according to the United States Census

TEACHER'S KEY: Post-Test on Tabulation--Form A
Terminal Performance Objective 8.3.0

Phase 4

	Strokes
Part 1	14
SAN MATEO UNION HIGH SCHOOL DISTRICT*	52
Class of 1966 Graduates Employed Full Time**	97
(Based on total percentage of graduates responding in June, 1967)	163 273

Occupational Classification	Aragon	Burlingame	Capuchino	Crestmoor	District	Strokes
						348 458
Professional, technical, and kindred workers	0	0	0	0	1	513
Farmers and farm managers	0	0	0	0	0	549
Managers, officials, and proprietors, except farming	2	0	0	2	1	612
Clerical and kindred workers	45	40	46	50	46	656
Sales workers	4	14	8	9	8	681
Craftsmen, foremen, and kindred workers	10	7	6	4	4	732
Operatives and kindred workers	4	12	15	6	12	776
Private household workers	0	0	0	0	0	812
Service workers	8	16	2	4	6	839
Farm labor and foremen	0	0	0	0	0	872
Laborers except farm and mine	0	2	0	0	1	912
Occupations not reported	27	9	23	25	21	966
TOTAL PERCENTAGE	100	100	100	100	100	1003 1113

---

* Data selected from the follow-up study on the Class of 1966 conducted by the District Know and Care Center — 1223

** Occupations classified according to the United States Census — 1287

1287 ÷ 5 = Gross Words — 258

Student's Name:______________________________ Date:________________

Phase 4 of the Phased Typing Program San Mateo Union High School District	Terminal Performance Objective 8.4.0 Post-Test on Business Letters with Envelopes--Form A

First--(IF YOU HAVE NOT ALREADY DONE SO, READ THE
(GENERAL DIRECTIONS FOR TERMINAL PERFORMANCE OBJECTIVE TESTING.

DIRECTIONS FOR THIS TEST--

Time	-18 minutes is the maximum time allowed for the typing.
Objective	-Type a long (490+ words) business letter in full block style with open punctuation. Prepare a large envelope for the letter.
Arranging the Letter	-When calculating machine adjustments and when typing the letter and envelope, keep the following points in mind:

None of the margins (side, top, bottom) on the test copy are correct. When you determine the correct placement of the letter and each letter part, do so for a "long" letter.

You must provide the current date, an appropriate salutation, an appropriate second page heading, and other essential parts not supplied.

Use FULL BLOCK style.

Use OPEN punctuation.

When typing the envelope, assume that the return address is already printed on the envelope.

As you type, make the corrections indicated on the test copy.

Reminder	-WHILE YOU MAY EXAMINE THE TEST COPY AND CALCULATE MARGIN AND TAB SETTINGS DURING THE FIVE MINUTES PRIOR TO STARTING THE TEST, YOU MAY NOT TOUCH YOUR TYPEWRITER FOR ANY REASON UNTIL THE 18 MINUTE TEST PERIOD BEGINS.

Terminal Performance Objective 8.4.0
Post-Test on Business Letters with
Envelopes--Form A

Phase 4

Address this letter to: Jackson Delivery Service; 514 West Street; San Mateo, California 94402. Include the following subject line: Whitehall Trucks for Efficiency.

We know that you are busy, but we urge you to take ~~just~~ three minutes to read this letter. When ~~If~~ you have done ~~do~~ so, you will agree that the time was well spent. ¶ Today, speed trucks are a necessity. Modern business ~~firms~~ demands action. The lapse of time from the producer to the consumer has been shortened ~~decreased~~ from a period of few days to a matter of hours, and in some cases to a matter of minutes. This has been brought about by the efficiency, mobility, and speed of the motor truck. Whitehall speed strucks have an established reputation in the commercial and industrial world for rapid and dependable transportation at extremely ~~very~~ low operatnig cost. ¶ Whitehall speed trucks incorporate the most modern automotive features. They represent the latest developments in truck engineering. These powerful and rugged trucks are designed throughout for Hard, safe hauling. Heavy-duty construction is featured in ~~a feature of~~ every model. ¶ Whitehall owners know from ~~past~~ experience--from figures on their books--that they get more miles for their transportation dollar from Whitehall trucks than from any other truck. This accounts for the fact that repeat orders are being received in ever-increasing numbers.

¶ May we suggest that when you are ready to buy additional transportation equipment, you investigate thoroughly the new Whitehall trucks. The Whitehall Special Delivery truck appeals to us as ~~as~~ the type of transportation you should use. ~~have~~. This speedy, light-weight truck has a sturdy, reinforced frame that gvies a long life of transportation service to ~~you.~~ its owner. It is an attractive truck, and it is a truly good ~~fine~~ investment. ¶Under separate cover, we are sending you an informative booklet, Saving Delivery Dollars with Whitehall Trucks. When you have read the case histor~~y~~s of Whitehall truck users, we feel ~~are~~ certain that you will want to ask us, Peninsula Automotive Center, to demonstrate the Whitehall Special Delivery truck to you.

A phone call to me will bring a truck and an experienced representative to your office. We will welcome your request. There is no obligation, of course.

Sign the letter: Yours very truly, Peninsula Automotive Center, Malcolm H. Johnson, Sales Manager.

TEACHER'S KEY: Post-Test on Business Letters with Envelopes--Form A
Terminal Performance Objective 8.4.0

Phase 4

Strokes

Current Date 19

Jackson Delivery Service 44
514 West Street 60
San Mateo, California 94402 90

Gentlemen 100

Subject: Whitehall Trucks for Efficiency 142

We know that you are busy, but we urge you to take three minutes to read 215
this letter. When you have done so, you will agree that the time was 285
well spent. 297

Today, speed trucks are a necessity. Modern business demands action. The 372
lapse of time from the producer to the consumer has been shortened from a 446
period of days to a matter of hours, and in some cases to a matter of min- 521
utes. This has been brought about by the efficiency, mobility, and speed 595
of the motor truck. Whitehall speed trucks have an established reputation 670
in the commercial and industrial world for rapid and dependable transpor- 744
tation at extremely low operating cost. 784

Whitehall speed trucks incorporate the most modern automotive features. 856
They represent the latest developments in truck engineering. These power- 931
ful and rugged trucks are designed throughout for hard, safe hauling. 1001
Heavy-duty construction is featured in every model. 1053

Whitehall owners know from experience--from figures on their books--that 1126
they get more miles for their transportation dollar from Whitehall trucks 1200
than from any other truck. This accounts for the fact that repeat orders 1274
are being received in ever-increasing numbers. 1321

May we suggest that when you are ready to invest in additional transpor- 1394
tation equipment, you investigate thoroughly the new Whitehall trucks. 1465
The Whitehall Special Delivery truck appeals to us as the type of trans- 1538
portation you should use. This speedy, light-weight truck has a sturdy, 1611
reinforced frame that gives a long life of transportation service to its 1684
owner. It is an attractive truck, and it is a truly good investment. 1754

Under separate cover, we are sending you an informative new booklet, 1823
Saving Delivery Dollars with Whitehall Trucks. When you have read the 1939
case historys of Whitehall truck users, we feel certain that you will 2009

TEACHER'S KEY: Post-Test on Business Letters with Envelopes--Form A (continued)

Phase 4

	Strokes
Jackson Delivery Service	25
Page 2	32
Current Date	51
want to ask us, Peninsula Automotive Center, to demonstrate the Whitehall	125
Special Delivery truck to you. A phone call to me will bring a truck and	199
an experienced representative to your office. We will welcome your re-	271
quest. There is no obligation, of course.	314
Yours very truly	331
PENINSULA AUTOMOTIVE CENTER	359
Malcolm H. Johnson	378
Sales Manager	392
abc	395

Add Strokes from Page 1:	2009
Envelope:	70
Total Strokes:	2474
2474 ÷ 5 = Gross Words:	495

Appendix C

Rules for Counting and Marking Typographical Errors

APPENDIX C
RULES FOR COUNTING AND MARKING TYPOGRAPHICAL ERRORS

Selected and modified from International Typewriting Contest Rules

1. Line Spacing. Failure to follow a direction to double (or single) space the copy will be penalized only once per page of typewritten work.

2. Paragraphing. Paragraphs must be indented five spaces unless directions call for blocking the paragraphs at the left margin. An error in paragraphing is penalized in addition to all other errors in the same line.

3. Spaces and Punctuation Points. A space and a punctuation point are treated as parts of the preceding word; but if they are incorrectly made, inserted, omitted, or in any manner changed from the printed copy, an error must be charged unless the preceding word has already been penalized.

4. Words Wrongly Divided. A word wrongly divided at the end of a line must be penalized. A word hyphenated at the end of a line in the printed copy may or may not need the hyphen if it occurs medially in the student's work. For instance: Devilfish might be hyphenated at the end of a printed line, but if it appears medially, the student's rendering is not wrong if it conforms to any standard dictionary.

5. Faulty Shifting: If only parts of the proper character appear or the character is off the line of writing (i.e., "raised capital"), an error is charged.

6. Lightly Struck Letters. If the outline of any character is discernible, there is no error.

7. Transposition. Letters transposed in any word constitute an error. Words transposed are penalized one error for the transposition; additional penalties are imposed for errors in the transposed words.

8. Rewritten Matter. In rewritten matter every error must be penalized, whether in first or second writing, and one additional error must be charged for rewriting.

9. Crowding. No word shall occupy fewer than its proper number of spaces.

10. Piling. If any portion of the body of one character overlaps any portion of the body of another character, or extends into the space between words to the extent that it would overlap any portion of the body of a character were there a character in that space, an error must be charged.

11. Left-Hand Margin. Characters beginning all lines, except the first lines of paragraphs, must be struck at the same point of the scale. If one is printed to the left or right of that point, an error must be charged.

12. Erasing. Unless directed to do so, the use of an eraser is not allowed.

13. Errors in Printed Copy. Errors found in the printed copy may be corrected or written as they are in the copy, but in no case shall an error be charged against such words unless they are omitted.

14. Last Word. An error made in the last word written, whether the word is completed or not, must be charged.

15. One Error to a Word. Only one error shall be penalized in any one word.

16. General Rule. Every word that is omitted, inserted, misspelled, that contains a strikeover, or that is in any manner changed from the printed copy must be penalized. Work in which words are x-ed will not be accepted.

Appendix D

Accuracy Percentage Table for the Phased Typing Program

Appendix D

ACCURACY PERCENTAGE TABLE FOR THE PHASED TYPING PROGRAM

Gross Words	Number of Errors 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
40	975	950	925	900	875	850	825	800	775	750										
45	977	955	933	911	866	844	822	800	777	755										
50	980	960	940	920	900	880	860	840	820	800										
55	981	963	945	927	909	890	872	854	836	818										
60	983	966	950	933	916	900	883	866	850	833										
65	984	969	953	938	923	907	892	876	861	846										
70	985	971	957	942	928	914	900	885	871	857										
75	986	973	960	946	933	920	906	893	880	866										
80	987	975	962	950	937	925	912	900	887	875										
85	988	976	964	952	941	929	917	905	894	882										
90	988	977	966	955	944	933	922	911	900	888										
95	989	978	968	957	947	936	926	915	905	894										
100	990	980	970	960	950	940	930	920	910	900										
105	990	980	971	961	952	942	933	923	914	904										
110	990	981	972	963	954	945	936	927	918	909										
115	991	982	973	965	956	947	939	930	921	913										
120	991	983	975	966	958	950	941	933	925	916										
125	992	984	976	968	960	952	944	936	928	920										
130	992	984	976	969	961	953	946	938	930	923										
135	992	985	977	970	962	955	948	940	933	925										
140	992	985	978	971	964	957	950	942	935	928										
145	993	986	979	972	965	958	951	944	937	931										
150	993	986	980	973	966	960	953	946	940	933										
155	993	987	980	974	967	961	954	948	941	935										
160	993	987	981	975	968	962	956	950	943	937										
165	993	987	981	975	969	963	957	951	945	939										
170	994	988	982	976	970	964	958	952	947	941	935									
175	994	988	982	977	971	965	960	954	948	942	937	931								
180	994	988	983	977	972	966	961	955	950	944	938	933								
185	994	989	983	978	972	967	962	956	951	945	940	935								
190	994	989	984	978	973	968	963	957	952	947	942	936								
195	994	989	984	979	974	969	964	958	953	948	943	938	933							
200	995	990	985	980	975	970	965	960	955	950	945	940	935	930						
205	995	990	985	980	975	970	965	960	956	951	946	941	936	931	926					
210	995	990	985	980	976	971	966	961	957	952	947	942	938	933	928					
215	995	990	986	981	976	972	967	962	958	953	948	944	938	934	930					
220	995	990	986	981	977	972	968	963	959	954	950	945	940	936	931	927				
225	995	991	986	982	977	973	968	964	960	955	951	946	942	937	933	928				
230	995	991	986	982	978	973	969	965	960	956	952	947	943	939	934	930				
235	995	991	987	982	978	974	970	965	961	957	953	948	944	940	936	931	927			
940	995	991	987	983	979	975	970	966	962	958	954	950	945	941	937	933	929			
245	995	991	987	983	979	975	971	967	963	959	955	951	946	942	938	934	930	926		
250	996	992	988	984	980	976	972	968	964	960	956	952	948	944	940	936	932	928		

Gross Words	Number of Errors																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
255	996	992	988	984	980	976	972	968	964	960	956	952	949	945	941	937	933	929		
260	996	992	988	984	980	976	973	969	965	961	957	953	950	946	942	938	934	930	928	
265	996	992	988	984	981	977	973	969	966	962	958	954	950	947	943	939	935	932	928	
270	996	992	988	985	981	977	974	970	966	962	959	955	951	948	944	940	937	933	929	925
275	996	992	989	985	981	978	974	970	967	963	960	956	952	949	945	941	938	934	930	927
280	996	992	989	985	982	978	975	971	967	964	960	957	953	950	946	942	939	935	932	928
285	996	992	989	985	982	978	975	971	968	964	961	957	954	950	947	943	940	936	933	929
290	996	993	989	986	982	979	975	972	968	965	962	958	955	951	948	944	941	937	934	931
295	996	993	989	986	983	979	976	972	969	966	962	959	955	952	949	945	942	938	935	932
300	996	993	990	986	983	980	976	973	970	966	963	960	956	953	950	946	943	940	936	933
305	996	993	990	986	983	980	977	973	970	967	963	960	957	954	950	947	944	940	937	934
310	996	993	990	987	983	980	977	974	970	967	964	961	958	954	951	948	945	941	938	935
315	996	993	990	987	984	980	977	974	971	968	965	961	958	955	952	949	946	942	939	936
320	996	993	990	987	984	981	978	975	971	968	965	962	959	956	953	950	946	943	940	937
325	996	993	990	987	984	981	978	975	972	969	966	963	960	956	953	950	947	944	941	938
330	996	993	990	987	984	981	978	975	972	969	966	963	960	957	954	951	948	945	942	939
335	997	994	991	988	985	982	979	976	973	970	967	964	961	958	955	952	949	946	943	940
340	997	994	991	988	985	982	979	976	973	970	967	964	961	958	955	952	950	947	944	941
345	997	994	991	988	985	982	979	976	973	971	968	965	962	959	956	953	950	947	944	942
350	997	994	991	988	985	982	980	977	974	971	968	965	962	960	957	954	951	948	945	942
355	997	994	991	988	985	983	980	977	974	971	969	966	963	960	957	954	952	949	946	943
360	997	994	991	988	986	983	980	977	975	972	969	966	963	961	958	955	952	950	947	944
365	997	994	991	989	986	983	980	978	975	972	969	967	964	961	958	956	953	950	947	945
370	997	994	991	989	986	983	981	978	975	972	970	967	964	962	959	956	954	951	948	945
375	997	994	992	989	986	984	981	978	976	973	970	968	965	962	960	957	954	952	949	946
380	997	994	992	989	986	984	981	978	976	973	971	968	965	963	960	957	955	952	950	947
385	997	994	992	989	987	984	981	979	976	974	971	968	966	963	961	958	955	953	950	948
390	997	994	992	989	987	984	982	979	976	974	971	969	966	964	961	958	956	953	951	948
395	997	994	992	989	987	984	982	979	977	974	972	969	967	964	962	959	956	954	951	949
400	997	995	992	990	987	985	982	980	977	975	972	970	967	965	962	960	957	955	952	950
405	997	995	992	990	987	985	982	980	977	975	972	970	967	965	962	960	958	955	953	950
410	997	995	992	990	987	985	982	980	978	975	973	970	968	965	963	960	958	956	953	951
415	997	995	992	990	987	985	983	980	978	975	973	971	968	966	963	961	959	956	954	951
420	997	995	992	990	988	985	983	980	978	976	973	971	969	966	964	961	959	957	954	952
425	997	995	992	990	988	985	983	981	978	976	974	971	969	967	964	962	960	957	955	952
430	997	995	993	990	988	986	983	981	979	976	974	972	969	967	965	962	960	958	955	953
435	997	995	993	990	988	986	983	981	979	977	974	972	970	967	965	963	960	958	956	954
440	997	995	993	990	988	986	984	981	979	977	975	972	970	968	965	963	961	959	956	954
445	997	995	993	991	988	986	984	982	979	977	975	973	970	968	966	964	961	959	957	955
450	997	995	993	991	988	986	984	982	980	977	975	973	971	968	966	964	962	960	957	955
455	997	995	993	991	989	986	984	982	980	978	975	973	971	969	967	964	962	960	958	956
460	997	995	993	991	989	986	984	982	980	978	976	973	971	969	967	965	963	960	958	956
465	997	995	993	991	989	987	984	982	980	978	976	974	972	969	967	965	963	961	959	956
470	997	995	993	991	989	987	985	982	980	978	976	974	972	970	968	965	963	961	959	957
475	997	995	993	991	989	987	985	983	981	978	976	974	972	970	968	966	964	962	960	957
480	997	995	993	991	989	987	985	983	981	979	977	975	972	970	968	966	964	962	960	958
485	997	995	993	991	989	987	985	983	981	979	977	975	973	971	969	967	964	962	960	958
490	997	995	993	991	989	987	985	983	981	979	977	975	973	971	969	967	965	963	961	959
495	997	995	993	991	989	987	985	983	981	979	977	975	973	971	969	967	965	963	961	959
500	998	996	994	992	990	988	986	984	982	980	978	976	974	972	970	968	966	964	962	960

Appendix E

Check Sheet for Basic Typewriting Technique and Evaluation Form for Teacher Use

APPENDIX E

CHECK SHEET FOR BASIC TYPEWRITING TECHNIQUES*

NAME: ______________________________

PHASE NUMBER (Circle): 1 2

1. POSITION AT TYPEWRITER

(4)	(3)	(2)	(1)	(0)
☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

a. Comfortable, relaxed directly in front of the typewriter.
b. Feet on the floor.
c. Elbows in relaxed, natural position at sides of body.
d. Fingers well curved, upright, and in typing position.
e. Wrists low and relaxed, but off frame of typewriter.

2. KEY STROKING

(4)	(3)	(2)	(1)	(0)
☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

a. Finger-reach action with fingers close to keys.
b. Quick, snap stroke with immediate key release.
c. Hands, wrists, and arms quiet and relaxed.
d. Each key struck with proper controlling finger.

3. CONTINUITY AND RHYTHM

(4)	(3)	(2)	(1)	(0)
☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

a. Carriage kept moving.
b. One-hand words, typed with stroking action in fingers.
c. Balanced-hand words typed at a word level.
d. Smooth, fluent rhythm pattern which varies according to kind of copy being typed.

4. CARRIAGE RETURN

(4)	(3)	(2)	(1)	(0)
☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

a. Carriage returned quickly at ends of lines.
(Manual Quick, flick-of-wrist motion: Electric Quick, little finger reach)
b. New line started without break or pause.
c. Eyes on the copy.

5. SHIFT-KEY REACH

(4)	(3)	(2)	(1)	(0)
☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

a. Quick, little finger reach--other fingers kept in typing position.
b. Shift key all the way down as the letter key is struck.
c. Shift key released quickly after letter key is struck.
d. Pauses or breaks in typing pattern avoided.

6. SPACE-BAR ACTION

(4)	(3)	(2)	(1)	(0)
☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

a. Right thumb curved--on or close to space bar.
b. Space bar struck with quick, down-and-in motion of thumb.
c. Space bar released instantly.
d. No pause before or after spacing stroke--carriage kept moving.

7. READING COPY FOR TYPING

(4)	(3)	(2)	(1)	(0)
☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

a. Eyes on copy--concentrates on copy to be typed.
b. Fingers pre-positioned, whenever possible, so as to reduce time between strokes--anticipates stroking pattern.
c. Words typed at a word level, whenever possible.
d. Rhythm pattern fluent and continuous.

8. RIGHT MIND SET

(4)	(3)	(2)	(1)	(0)
☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐	☐☐☐☐

a. Attention given to technique cues.
b. Effort made to improve.
c. Alert, but relaxed.
d. Practices with a purpose at assigned practice level.

TECHNIQUE STANDARDS

Average Rating	Letter Grade
3.6-4.0	A
2.6-3.5	B
1.6-2.5	C
Performance below this level does not meet the minimum standard for advancement to the next Phase	
0.6-1.5	D

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*Adapted from "Check Sheet for Basic Techniques and Conditioners of Typewriting Skill" in the Teacher's Manual for 20th Century Typewriting, Ninth Edition, 1967, page 49

PHASED TYPING PROGRAM

TEACHER EVALUATION OF BASIC TYPING TECHNIQUES

Student	1	2	3	4	5	6	7	8				Total	Avg.	Grade
	Position at Typewriter	Key Stroking	Continuity and Rhythm	Carriage Return	Shift-Key Reach	Space-Bar Action	Reading Copy for Typing	Right Mind Set	Other:	Other:	Other:	Total Points Possible:	Divided by ____	Technique Let

Appendix F

Worksheet for Determining the Student's Final Grade in The Phased Typing Program

APPENDIX F
WORKSHEET FOR DETERMINING THE STUDENT'S FINAL GRADE IN THE PHASED TYPING PROGRAM

Student's Name: Student, John A.
(last) (first) (I)

Phase Number (Circle): [✓ 1] 2 3 4

Phase Completion Date: 6 (month) 14 (day) 68 (year)

I. DETERMINATION OF STUDENT'S OVERALL ACHIEVEMENT ON THE TERMINAL PERFORMANCE OBJECTIVE TESTS--

Factor	Terminal Performance Objective Test Results									Averaging and Weighting				Terminal Performance Objective Test Grade (5)
	8.1.0	8.2.0	8.3.0	8.4.0	8.5.0					Sum of Grades (1)	Average of Grades (2)	Percent of Grade	Weighted Value (3)	
Speed grades	B=8	C=5	C=5	B=8	B=8					34	B- = 7	45%	315	5.65 100)565.00 5.65 = 6 = C+
Accuracy grades	C=5	D=2	D=2	C=5	C=5					19	C- = 4	45%	180	
Proofreading grades	A=11	D=2	C=5	B=8	A=11					37	B- = 7	10%	70	
											TOTALS (4)	100%	565	

(1) Use an 11 point scale (A=11, A-=10, B+=9, etc.) to convert test letter grades to numerical values. Add the numerical values to find the Sum of Grades.

(2) Divide the Sum of Grades by the number of tests (five) to find the Average of Grades.

(3) Multiply the Average of Grades by the Percent of Grade to find the Weighted Value.

(4) Total the Percent of Grade column and the Weighted Value column.

(5) Divide the Total of the Weighted Value column by the Total of the Percent of Grade column to find the Terminal Performance Objective Test Grade for the student.

II. DETERMINATION OF STUDENT'S OVERALL ACHIEVEMENT

Factor	Grades (1)	Percent of Final Grade	Weighted Value (2)	Grade for Phase (4)
Terminal Performance Objective Test Grade	C+ = 6	70%	420	6.10 100)610.00 6.10 = 6 = C+
Learning Activity Package Average Grade	B- = 7	20%	140	
Technique Grade (Phase 1 and 2 only)	C = 5	10%	50	
	TOTALS (3)	100%	610	

(1) Transfer the Terminal Performance Objective Test Grade from the worksheet above. Transfer the LAP Average Grade from the teacher's grade book. Transfer the Technique Grade from the technique grading sheet. Use an 11 point scale (A=11, A-=10, B+=9, etc.) to convert the letter grades to numerical values.

(2) Multiply the numerical value of the grade by the Percent of Final Grade to find the Weighted Value.

(3) Total the Percent of Final Grade column and the Weighted Value column.

(4) Divide the Total of the Weighted Value column by the Total of the Percent of Grade column to find the Final Grade of the student for the Phase.

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